

Dixie District Schools

# Dixie County High School



2017-18 School Improvement Plan

## Dixie County High School

16077 NE 19HWY BLDG, Cross City, FL 32628

<http://aplusweb.dixie.k12.fl.us/~dchs@dixie.k12.fl.us/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
High School 9-12	No	90%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	16%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Dixie County School Board on 11/21/2017.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Dixie County High School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

The mission of Dixie County High School is to provide academically challenging 21st century instruction that holds students to the highest standards, while providing academic and social support.

##### b. Provide the school's vision statement

The vision of Dixie County High School is create lifelong learners through rigorous and relevant curriculum that prepares all students for college readiness and success in a global society.

#### 2. School Environment

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

Dixie County High School recognizes we have students from a variety of ethnic backgrounds and cultures. We venture to make all students feel welcome and part of our DCHS family. We participate in the AVID program which is focused on acclimating students in grades 9 and 10 to the rigors of high school academics. The guidance department provides teachers with student information that counselors deem necessary to strengthen teacher-student relationships and promote student success in the classroom. Teachers serve as advisers to clubs and coaches; many teachers attend events in which their students participate. The school also hosts various functions to honor students and athletes.

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

Dixie County High School strives hard to create an environment where students feel safe and respected at all times while on campus. Our school has an extensive emergency plan that covers various situations that could occur on campus. Teachers are trained on the emergency procedures, and regular drills are conducted to ensure that teachers, staff and students are versed on the plan and the procedures. DCHS has a supervision team who are responsible for patrolling the campus before, during and after school. The team members have specific areas assigned to them during the day to ensure the safety of the students. The team members are equipped with radios and some members use golf carts/ATV's (due to the size of the area) to patrol the campus. The school has a full-time resource officer to assist in the safety of the students as well. In addition, teachers monitor hallways during class changes.

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

Dixie County High School believes it is important to minimize distractions to keep students engaged during instructional time. With that being said, we have behavioral expectations clearly defined in the Student Code of Conduct, as well as consequences for failing to meet those expectations. Grade level assemblies are held at the beginning of each school year. At that time, students are given a handbook where the principal and assistant principal review and discuss with our students the rules and consequences of his/her behavior. For 2017-2018, the school has initiated lunch detention for

students who are habitually tardy to class. This plan is intended to minimize student absences from class due to disciplinary reasons by making sure students are where they are supposed to be. Teachers attend weekly department meetings and monthly faculty and/or grade level meetings with the principal and assistant principal where they receive training on our school rules, as well as guidance on dealing with students and their behavior in a consistent manner.

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

Dixie County High School recognizes students have many social-emotional needs, which we strive to meet. Our guidance office has an open door policy. We have two counselors who counsel and mentor daily with students on a multitude of topics. These topics include, but are not limited to, academic high school planning, academic planning beyond high school, and class scheduling. We also counsel with students who struggle with attendance, who are at risk to not graduate, who are bullied, who bully other students, who are suicidal, who have lost a parent or both parents, who have a parent or guardian with addictions to drugs and/or alcohol, who have addictions with drugs and/or alcohol themselves, who are homeless, who don't have appropriate clothes and/or school supplies, and/or who do not have food to eat at home. Our school participates in the Take Stock in Children program which provides guidance to students who are at risk to failure with his/her school performance. Take Stock offers a one on one mentor for each student accepted in the program in addition to the program coordinator mentoring with these students. Students who complete this program successfully are awarded college scholarships. Educational Talent Search is another program Dixie County High School has the privilege to participate in. The goal of ETS is to keep our students on track to graduate from high school and enroll in the college of his/her choice using a variety of counseling and mentoring on an individual need basis. We have military recruiters who also counsel with students on issues in his/her lives. The school has a behavior specialist who monitors the progress of students who are diagnosed with behavioral, emotional and learning challenges. DCHS also has an ESE coordinator who meets with students about behavior, grades, and attendance on a regular basis. In addition to the aforementioned services our guidance office offers students and parents information and pamphlets about local mental health counseling services, when necessary.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Dixie County High School has an early warning system in place to target students who are at risk of dropping out. The principal holds weekly department meetings and monthly grade level meetings to discuss students that may be targeted by the early warning indicators. These early warning indicators are as follows: 1. Students with attendance rates below 90%, regardless of whether absence is excused or a result of out-of-school suspension. 2. One or more suspensions, whether in school or out of school. 3. Course failure in English Language Arts or mathematics during any grading period. 4. Scoring a Level 1 score on a statewide standardized assessment. These students are then monitored throughout the year for progress or regression of his/her targeted area(s).

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	32	28	31	34	125
One or more suspensions	0	0	0	0	0	0	0	0	0	50	8	9	1	68
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	19	38	47	26	130
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	44	40	60	29	173

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	32	21	30	20	103

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

Students are provided intensive reading and intensive math instruction to strengthen their skills. The school employs paraprofessionals who conduct individual pull-out instruction and small group (pull-in) instruction to assist students with difficulties they may have. The school initiated lunch detention for students with 4 or more tardies in an individual class period. Students in all grades are required to keep a binder with all school supplies inside, including his/her assignments for each subject area. Students are held accountable for his/her binder and supplies through weekly, unannounced binder checks. The guidance counselors consult with these students on a regular basis concerning the early warning indicators that apply to them. In addition, the guidance counselors makes calls home and/or sends letters home addressing the concerns. The guidance department holds attendance meetings, parent meetings, and parent conferences. Grade-level teams work with the administration and the guidance department to identify students who have academic and behavioral concerns. Credit recovery is offered during the school day to students who fail one or more subjects. After school credit recovery is offered two days a week during the school year for three hours each day to students who fail one or more subjects and summer school credit recovery is offered during the summer to students who fail one or more subjects.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

Dixie County High School's mission and vision statements are noted on the school's website, as well as, all school publications. The school has adopted an online program, Skyward, for posting grades and



attendance; parents are able to view their child's progress and attendance here. In addition, DCHS has another online program, Canvas, for course management. Through Canvas, parents are able to see their child's individual assignments/grades on a daily basis. The guidance department hosts parent/student/teacher meetings to discuss schedules, graduation requirements and other academic information necessary to ensure success in the academic process. The guidance department also hosts a college application party for parents and students who want to receive assistance with applying for colleges.

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

The school has a Cooperative Diversified Education program whereby students can hold jobs and also complete their academic courses. The Rotary Club offers many opportunities for students to interact and to receive scholarships. The Anti-Drug Coalition helps the school in many different ways, such as, providing counseling and donating school supplies/rewards. In return, the school helps the Anti-Drug Coalition by providing student volunteers for the activities the Coalition hosts. The Educational Talent Search and the Dixie Education Foundation provides numerous opportunities for students to qualify for scholarships. Vocational Rehabilitation works with our students to find appropriate career choices. This program also provides students with funding for college, technical schools, and on the job training. We also have community partners that put on school wide grade level presentations and/or speak to individual classrooms.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Locke, Diana	Principal
Joslin, Dale	Teacher, K-12
Smith, Mari-Michael	Instructional Coach
Beck, Nelena	Teacher, K-12
Whittington, Lindsey	Instructional Media
Somakumar, Sanil	Teacher, K-12
Boorum, Theodore	Teacher, K-12
Bennett, Paul	Assistant Principal

**b. Duties**

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

-Diana Locke is the principal. She is the head of the school and a member of the SAC team. She leads meetings with grade level and department teams and provides input to the School Improvement Plan.

-Paul Bennett is the assistant principal. He attends various leadership meetings and provides input to

the SIP.

-Mari-Michael Smith is the reading coach. She is the head of our reading department and a main component in all other subject areas. Mrs. Smith mentors and guides new teachers. She attends department and grade level meetings and provides input to the SIP.

-Lindsey Whittington is the head of the English department as well as, the media specialist. She teaches AP English Language and Composition. Ms. Whittington attends various school meetings, mentors new teachers and provides input to the SIP.

-Nelena Beck is the head of the 9th grade team and teaches 9th grade Physical Science. She attends various other school meetings and provides input to the SIP.

-Sanil Somakumar is the head of the Science department. He teaches Biology, AP Biology and dual enrollment classes from Embry-Riddle College. He attends various department and grade level meetings and provides input to the SIP.

-Theodore Boorum is the head of the Social Studies team. He teaches AP U.S. History, AP Human Geography and Economics/Government. He attends various department and grade level meetings and provides input to the SIP.

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

-The team uses a data-driven method to target and monitor the students identified "at risk".

-Title II - provides training during the summer and throughout the school year on an as needed basis

-Title X (Homeless) - the District Homeless Coordinator works to identify homeless children

-Violence Prevention Program - there is a full time resource officer at DCHS-Casey Chesser

-Nutrition Programs - DCHS school lunchroom provides breakfast and lunch for 100% of our students-Linda Fowler

-Housing Programs - available in our community

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Mike Cassidy	Business/Community
Melody Rollison	Parent
Jeff Cary	Business/Community
Diana Locke	Principal
Whitney Hodge	Student
Chelsey Lord	Student
Candy Evans	Teacher
Toma Sue Davis	Teacher
Cathy Capo	Teacher
Candice Rollison	Student

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Evaluation of last year's SIP plan is done at a scheduled SAC meeting. SAC committee members have the opportunity to review the old plan and offer input on the new school improvement plan.

*b. Development of this school improvement plan*

SAC members review and approves the plan. The input the SAC committee provides gives Dixie County High School another point of view to consider how to improve student success at our school.

*c. Preparation of the school's annual budget and plan*

Preparation of the school's annual budget and plan is discussed at a scheduled SAC meeting. SAC members address the school's budget and determine the area(s) of financial support that will best serve the school and the school's goals. SAC members welcome faculty and students to attend SAC meetings with proposals for financial support.

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

School Improvement Funds allocated last year were as follows:

- Academic Awards Banquet- \$2,000
- Recognition of Student Achievement- \$1,800
- Student/Teacher Rewards Program- \$510

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Smith, Mari-Michael	Instructional Coach
Whittington, Lindsey	Instructional Media
Evans, Candy	Teacher, K-12
Cassidy, Robin	Teacher, K-12
Roberts, Deanna	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The Literacy Leadership Team promotes literacy within our school by monitoring the progress of reading and writing proficiency and ensuring reading and writing is addressed in all classes. The team will provide teachers with the tools and support needed to successfully teach reading and writing

skills in his/her classroom. The major initiatives of the LLT for the 2017-2018 academic year are as follows:

1. to increase the percentage of growth for the students in the bottom quartile to 40%.
2. to increase the percentage of students who are considered high performing to 55%.
3. to develop a vertical articulation plan per grade level and/or content area.
4. to assist in the curriculum mapping initiative through professional development opportunities in data assessment and reading and writing activities across the curriculum.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

All departments have a common planning period and meet weekly to discuss curriculum, methodology, best practices in instruction, student expectations and student progress. Grade-level teams meet monthly to review, revise and plan curriculum and student expectations as well as monitor student progress. Teachers new to the school have mentors to assist them in acclimating to the school culture.

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

Teach in Florida web site  
Teacherteacher.com  
NEFEC Recruiting Day  
College Recruiting Day  
Global Teacher Research and Resources Organization  
The principal is the person responsible for hiring.

The mentoring committee is responsible for assisting the administration in retaining high qualified personnel. The mentor committee chair orchestrates the activities.

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

The mentoring committee supervises the mentoring program. The committee is comprised of a chairman and mentors of the teachers new to the school. The committee meets regularly with the mentors and the new teachers to discuss needs/suggestions/concerns of those teachers new to the school. The mentors work with their respective teachers in acclimating the new teachers to classroom management, planning, school procedures and professional goals. Teachers new to the school participate in workshops to assist them in planning and classroom management. In-house professional development programs specifically targeting teachers new to the school are offered. Mentors are selected based on experience, performance in the classroom and subject area. The mentoring committee meets throughout the year. Mentors meet with their respective teachers on a weekly basis.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

All core instructional programs and materials are chosen from the approved state adopted textbook and materials list. This ensures our materials are aligned with Florida's standards.

## **b. Instructional Strategies**

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

All 9th and 10th grade students at Dixie County High School are administered multiple reading assessments throughout the academic year in order to differentiate instruction to meet individual student needs. During the summer prior to the academic year, all historical data is reviewed and schedules are created based on individual student needs. At the onset of the academic year, students are administered the STAR reading assessment to establish a grade level reading score; students are then administered the STAR two additional times throughout the school year to monitor reading growth. In addition to STAR, students are assessed with the Write Score reading test to establish scores, which correlate with the FSA ELA. Write Score reading is administered two times per year to evaluate growth and achievement. Additionally, students are administered the Write Score writing test two times per year to assess writing achievement. Both Write Score assessments are compared with the FSA ELA results at the culmination of the school year. Furthermore, students who are targeted as reading below grade level are monitored by Achieve 3000 monthly. Achieve 3000 provides a lexile level, which can be compared to a grade level reading equivalent; Achieve 3000 also provides standards based achievement information. USA Test Prep is also a program used with below grade level reading students that provides standards based achievement results. These combined results are used to provide the necessary differentiated instruction for DCHS students. All students in math are administered a monthly/ bi-monthly progress monitoring instrument created by Pearson in order to establish and monitor math achievement and growth. Results are used to differentiate and target instruction based on individual student needs. In addition to reading and math curriculum needs, students are monitored in US History and Biology classes with Study Island benchmarks and USA Test Prep assessments. Results are used to identify students who are performing below mastery level and curriculum is targeted to meet the individual students' needs.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 0

DCHS does not have extended school day for students.

#### **Strategy Rationale**

#### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

#### **Person(s) responsible for monitoring implementation of the strategy**

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

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

In order to ensure that RRMS' eighth graders have a smooth transition entering high school, the DCHS guidance counselor visits them to discuss the many challenges they may face as freshmen, while they adjust to the rigors of high school. Immediately following the presentation, there is a question and answer session and students are helped in selecting their schedule for next year. In addition, DCHS hosts a parent and student orientation night for incoming freshmen. At this time, students and parents tour the high school campus, learn about the school code of conduct, and correct any scheduling issues the student may have.

To assist outgoing seniors, the guidance department hosts a senior night at the beginning of the school year. Each senior receives his/her personal folder with all pertinent information he/she will need for the entire year. This folder contains each student's grad check, scholarship opportunities, college application information, etc. Throughout the school year, the guidance counselor meets with each senior individually to help keep track of each student's progress and to help with any issues the student may have. At-risk seniors are identified through frequent graduation checks and letters are sent home encouraging students and parents to meet with the school counselor to go over opportunities to get back on track to graduate. In addition, these at-risk students are reported to the senior grade level team (teachers) so they may assist in supporting these students. Opportunities for dual enrollment to certificate programs are made available to students interested in pursuing certificate programs. Seniors enrolled in AA or AS programs receive support and advisement on courses needed to complete those programs. The guidance department hosts a College Application Party where students can seek guidance in completing college applications. Students who do not plan on attending college can participate in the CO-OP program and receive on the job training.

**b. College and Career Readiness**

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

The guidance department hosts grade level meetings where parents and students can plan course selection each year. Guidance counselors work with the parents and students in directing the students' focus on their future endeavors. Guidance counselors also work individually with students and parents to address any needs/concerns they may have. Juniors and seniors attend college night to assist in their collegial planning. CTE courses are offered to students whereby students can acquire industrial certifications. Students experience college rigor through advanced placement and dual enrollment courses. The Dixie Education Foundation sponsors scholarships for seniors. Students also participate in the Take Stock and Talent Search programs. The school also sponsors the College Board SAT Day.

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

Career and technical education programs and industry certifications are available to all DCHS students. The available academies we offer are health, business, agriculture, and welding. These academies allow students to receive corresponding certifications, as well as college credits in business and health.

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

The school integrates CTE with academic courses. Agritechnology and Biotechnology content supports Biology and Chemistry courses. The business course skills (keyboarding, Office, Excel,

Power Point, etc.) are integrated in most other academic courses. Health skills support Biology and Chemistry courses. Math courses support the Welding courses.

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

The school is focused on increasing the rigor in its academic offerings to promote higher order thinking and independent learning. Included in the curriculum are advanced placement and dual enrollment courses. Advanced Placement course offerings have increased each year in the last four years. CTE courses are offered for students wanting to further his/her education in a technical career. The school also offers college preparatory classes and ACT and SAT preparation.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase the percentage of students who meet the 90% attendance from 75% to 80%.
- G2.** To increase the average raw score on Write Score Writing from 5.7 to 7.5%.
- G3.** To increase the percentage of growth in reading for the students in the bottom quartile to 40%.
- G4.** To increase the percentage of students who are considered high performing in reading to 55%.
- G5.** To increase the percentage of growth on math EOC's for the students in the bottom quartile to 55%.

## Strategic Goals Detail

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



**G1. To increase the percentage of students who meet the 90% attendance from 75% to 80%. 1a**

G091457

**Targets Supported 1b**

Indicator	Annual Target
High School Readiness	80.0

**Targeted Barriers to Achieving the Goal 3**

- Poor Student Attendance

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Skyward Attendance Letters
- Skyward Phone Calls/E-Mails
- Parent/Student Attendance Meetings

**Plan to Monitor Progress Toward G1. 8**

Skyward Attendance Reports

**Person Responsible**

Toma Sue Davis

**Schedule**

Triannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Agendas from grade level meetings, department meetings, and guidance where attendance data has been reviewed.

**G2. To increase the average raw score on Write Score Writing from 5.7 to 7.5%. 1a**

G091458

**Targets Supported 1b**

Indicator	Annual Target
Writing Gains District Assessment	7.5

**Targeted Barriers to Achieving the Goal 3**

- Students lack the ability to write meaningfully and constructively in all subject areas.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Curriculum mapping that includes integration of writing at every grade level in every subject
- Write Score/Writing

**Plan to Monitor Progress Toward G2. 8**

Write Score/Writing

**Person Responsible**

Mari-Michael Smith

**Schedule**

Triannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Write Score Data

**G3. To increase the percentage of growth in reading for the students in the bottom quartile to 40%. 1a**

G091459

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	40.0

**Targeted Barriers to Achieving the Goal 3**

- Poor Student Attendance

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Skyward Attendance Letters
- Skyward Phone Calls/E-Mails
- Parent/Student Attendance Meetings
- Expanding and Deepening CTE options
- Scheduling At-Risk Students for Parent/Student/Teacher Conferences
- Professional Development
- Teengagement

**Plan to Monitor Progress Toward G3. 8**

STAR Reading Assessment, USA Test Prep, Teengagement, Write Score Reading and Writing, Achieve 3000

**Person Responsible**

Mari-Michael Smith

**Schedule**

Triannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Agendas from where data will be reviewed in grade-level teams and department meetings.

**G4. To increase the percentage of students who are considered high performing in reading to 55%. 1a**

G091460

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Gains	55.0

**Targeted Barriers to Achieving the Goal 3**

- Students lack motivation to read for academic purpose or enjoyment

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Accelerated Reader
- Achieve 3000
- Complex text in all subject areas through textbooks, supplemental articles, and novels
- Teengagement

**Plan to Monitor Progress Toward G4. 8**

ACT, Florida State Assessment, AP exams

**Person Responsible**

Mari-Michael Smith

**Schedule**

On 5/24/2018

**Evidence of Completion**

Data from the above sources will be reviewed in grade-level team and department meetings.

**G5.** To increase the percentage of growth on math EOC's for the students in the bottom quartile to 55%.

1a

G091461

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	55.0

**Targeted Barriers to Achieving the Goal** 3

- Students with discipline issues miss class and skills

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Double block intensive math
- AVID organizational skills

**Plan to Monitor Progress Toward G5.** 8

Math department will review the data collected to determine an increase or decrease of assignment completion

**Person Responsible**

Diana Locke

**Schedule**

On 5/24/2018

**Evidence of Completion**

Results from the EOCs and the curricular assessments will be used to monitor student progress.

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase the percentage of students who meet the 90% attendance from 75% to 80%. **1**

 G091457

**G1.B1** Poor Student Attendance **2**

 B244737

**G1.B1.S1** Educate students and parents on Government Laws and School Board Policies of attendance

**4**

 S257907

### Strategy Rationale

Parents are an essential part of the process to ensure their children attend school

### Action Step 1 **5**

The team will monitor attendance carefully and hold parent/student conferences with students who have excessive absences.

### Person Responsible

Toma Sue Davis

### Schedule

Daily, from 8/10/2017 to 5/24/2018

### Evidence of Completion

School attendance data and parent conference notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Attendance data will be pulled from Skyward to verify letters were sent home

**Person Responsible**

Toma Sue Davis

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Skyward printouts, Parent/Student Attendance Logs, Copies of Letters Sent Home, Student/Parent Conference Notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Skyward Attendance reports will be checked to verify if absenteeism percentages have decreased/increased

**Person Responsible**

Toma Sue Davis

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Skyward Attendance Reports, Parent/Student Attendance Logs

**G2.** To increase the average raw score on Write Score Writing from 5.7 to 7.5%. 1

G091458

**G2.B1** Students lack the ability to write meaningfully and constructively in all subject areas. 2

B244738

**G2.B1.S1** To increase meaningful, academic writing in all subject areas. 4

S257908

**Strategy Rationale**

All subject areas must incorporate quality academic writing opportunities to improve school wide academic, meaningful writing.

**Action Step 1** 5

Departments will discuss and plan academic writing strategies to implement in the classroom in all subject areas.

**Person Responsible**

Mari-Michael Smith

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Lessons will be observed in all subject area classrooms to verify academic, meaningful writing is taking place using the strategies discussed in meetings.

**Person Responsible**

Diana Locke

**Schedule**

Daily, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Writing Samples, Student Portfolios



**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Student Work

**Person Responsible**

Mari-Michael Smith

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Lesson Plans, Student Work Data Entered for Progress Monitoring

**G3. To increase the percentage of growth in reading for the students in the bottom quartile to 40%. 1**

G091459

**G3.B1 Poor Student Attendance 2**

B244739

**G3.B1.S1 Skyward attendance letters with reference to school board attendance policy and consequences 4**

S257910

**Strategy Rationale**

Improving attendance letters by adding school board attendance policy and consequences could help reduce the number of absences.

**Action Step 1 5**

The team will create an improved attendance letter to be generated by Skyward after a student has accrued an excessive amount of absences during a certain time period.

**Person Responsible**

Toma Sue Davis

**Schedule**

Daily, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Attendance records will be pulled and compared for improvement.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Periodically check attendance reports to verify that letters were sent home

**Person Responsible**

Toma Sue Davis

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Attendance Conference Logs (including parent contact dates), Copies of Letters Sent Home, Student/Parent Conference Notes

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Monitor attendance rates to check for increase/decrease in percentage

**Person Responsible**

Toma Sue Davis

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Skyward Reports, Grade Level Meeting Agendas

**G4.** To increase the percentage of students who are considered high performing in reading to 55%. 1

G091460

**G4.B1** Students lack motivation to read for academic purpose or enjoyment 2

B257374

**G4.B1.S1** Reward system for students who read books 4

S272324

**Strategy Rationale**

Rewards may motivate students to read more

**Action Step 1** 5

The reading department will develop a reward system for students who read AR books.

**Person Responsible**

Mari-Michael Smith

**Schedule**

Monthly, from 1/8/2018 to 5/24/2018

**Evidence of Completion**

AR reports will be pulled for students who have earned AR points by testing on books he/she read

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Monthly AR reports will be pulled to check for student progress and to determine rewards earned

**Person Responsible**

Mari-Michael Smith

**Schedule**

Monthly, from 1/8/2018 to 5/24/2018

**Evidence of Completion**

AR Reports, Student Reward Logs

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Monitor AR test scores to check for increase/decrease in percentage

**Person Responsible**

Mari-Michael Smith

**Schedule**

Triannually, from 1/8/2018 to 5/24/2018

**Evidence of Completion**

AR Reports

**G5. To increase the percentage of growth on math EOC's for the students in the bottom quartile to 55%. 1**

G091461

**G5.B2 Students with discipline issues miss class and skills 2**

B258377

**G5.B2.S2 Teachers will upload assignments to Canvas so they are readily available for all students 4**

S273511

**Strategy Rationale**

Students who are absent from a class due to discipline issues will be able to complete his/her assignments in an alternative placement

**Action Step 1 5**

Teachers will monitor students' assignments completed via Canvas when a student has been displaced from class due to disciplinary issues.

**Person Responsible**

Diana Locke

**Schedule**

Daily, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Canvas Teacher Platform

**Plan to Monitor Fidelity of Implementation of G5.B2.S2** 6

Periodically check the internal suspension list to compare with teachers' lesson plans to ensure assignments were uploaded via Canvas

**Person Responsible**

Diana Locke

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Internal Suspension Lists, Lesson Plans, Canvas Portal

**Plan to Monitor Effectiveness of Implementation of G5.B2.S2** 7

Monitor class grades for students who are absent due to disciplinary issues

**Person Responsible**

Diana Locke









**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Report Cards, Teacher's Skyward Portal

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M358257	Skyward Attendance Reports	Davis, Toma Sue	8/10/2017	Agendas from grade level meetings, department meetings, and guidance where attendance data has been reviewed.	5/24/2018 triannually
G2.MA1  M358258	Write Score/Writing	Smith, Mari-Michael	8/10/2017	Write Score Data	5/24/2018 triannually
G3.MA1  M358259	STAR Reading Assessment, USA Test Prep, Teengagement, Write Score Reading and Writing, Achieve 3000	Smith, Mari-Michael	8/10/2017	Agendas from where data will be reviewed in grade-level teams and department meetings.	5/24/2018 triannually
G4.MA1  M358260	ACT, Florida State Assessment, AP exams	Smith, Mari-Michael	8/10/2017	Data from the above sources will be reviewed in grade-level team and department meetings.	5/24/2018 one-time
G5.MA1  M358261	Math department will review the data collected to determine an increase or decrease of assignment...	Locke, Diana	8/10/2017	Results from the EOCs and the curricular assessments will be used to monitor student progress.	5/24/2018 one-time
G1.B1.S1.MA1  M392849	Skyward Attendance reports will be checked to verify if absenteeism percentages have...	Davis, Toma Sue	8/10/2017	Skyward Attendance Reports, Parent/Student Attendance Logs	5/24/2018 semiannually
G1.B1.S1.MA1  M386973	Attendance data will be pulled from Skyward to verify letters were sent home	Davis, Toma Sue	8/10/2017	Skyward printouts, Parent/Student Attendance Logs, Copies of Letters Sent Home, Student/Parent Conference Notes	5/24/2018 monthly
G1.B1.S1.A1  A338964	The team will monitor attendance carefully and hold parent/student conferences with students who...	Davis, Toma Sue	8/10/2017	School attendance data and parent conference notes	5/24/2018 daily
G2.B1.S1.MA1  M392851	Student Work	Smith, Mari-Michael	8/10/2017	Lesson Plans, Student Work Data Entered for Progress Monitoring	5/24/2018 monthly
G2.B1.S1.MA1  M392850	Lessons will be observed in all subject area classrooms to verify academic, meaningful writing is...	Locke, Diana	8/10/2017	Writing Samples, Student Portfolios	5/24/2018 daily
G2.B1.S1.A1  A338965	Departments will discuss and plan academic writing strategies to implement in the classroom in all...	Smith, Mari-Michael	8/10/2017	Lesson plans	5/24/2018 weekly
G3.B1.S1.MA1  M391142	Monitor attendance rates to check for increase/decrease in percentage	Davis, Toma Sue	8/10/2017	Skyward Reports, Grade Level Meeting Agendas	5/24/2018 semiannually
G3.B1.S1.MA1  M391131	Periodically check attendance reports to verify that letters were sent home	Davis, Toma Sue	8/10/2017	Attendance Conference Logs (including parent contact dates), Copies of Letters Sent Home, Student/Parent Conference Notes	5/24/2018 monthly
G3.B1.S1.A1  A365251	The team will create an improved attendance letter to be generated by Skyward after a student has...	Davis, Toma Sue	8/10/2017	Attendance records will be pulled and compared for improvement.	5/24/2018 daily
G4.B1.S1.MA1  M391203	Monitor AR test scores to check for increase/decrease in percentage	Smith, Mari-Michael	1/8/2018	AR Reports	5/24/2018 triannually
G4.B1.S1.MA1  M391198	Monthly AR reports will be pulled to check for student progress and to determine rewards earned	Smith, Mari-Michael	1/8/2018	AR Reports, Student Reward Logs	5/24/2018 monthly
G4.B1.S1.A1  A365331	The reading department will develop a reward system for students who read AR books.	Smith, Mari-Michael	1/8/2018	AR reports will be pulled for students who have earned AR points by testing on books he/she read	5/24/2018 monthly
G5.B2.S2.MA1  M393903	Monitor class grades for students who are absent due to disciplinary issues	Locke, Diana	8/10/2017	Report Cards, Teacher's Skyward Portal	5/24/2018 quarterly

**Dixie - 0021 - Dixie County High School - 2017-18 SIP**  
*Dixie County High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B2.S2.MA1 M393902	Periodically check the internal suspension list to compare with teachers' lesson plans to ensure...	Locke, Diana	8/10/2017	Internal Suspension Lists, Lesson Plans, Canvas Portal	5/24/2018 quarterly
G5.B2.S2.A1 A367212	Teachers will monitor students' assignments completed via Canvas when a student has been displaced...	Locke, Diana	8/10/2017	Canvas Teacher Platform	5/24/2018 daily

## V. Professional Development Opportunities

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

**G2.** To increase the average raw score on Write Score Writing from 5.7 to 7.5%.

**G2.B1** Students lack the ability to write meaningfully and constructively in all subject areas.

**G2.B1.S1** To increase meaningful, academic writing in all subject areas.

### **PD Opportunity 1**

Departments will discuss and plan academic writing strategies to implement in the classroom in all subject areas.

#### **Facilitator**

Mari-Michael Smith

#### **Participants**

Instructional Teachers for all subjects

#### **Schedule**

Weekly, from 8/10/2017 to 5/24/2018



## VI. Technical Assistance Items

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

**G1.** To increase the percentage of students who meet the 90% attendance from 75% to 80%.

**G1.B1** Poor Student Attendance

**G1.B1.S1** Educate students and parents on Government Laws and School Board Policies of attendance

### TA Opportunity 1

The team will monitor attendance carefully and hold parent/student conferences with students who have excessive absences.

#### Facilitator

Karen Ganus/Toma Sue Davis/Wendy Hutchinson

#### Participants

Parents of students with attendance issues

#### Schedule

Daily, from 8/10/2017 to 5/24/2018

**G3.** To increase the percentage of growth in reading for the students in the bottom quartile to 40%.

**G3.B1** Poor Student Attendance

**G3.B1.S1** Skyward attendance letters with reference to school board attendance policy and consequences

### TA Opportunity 1

The team will create an improved attendance letter to be generated by Skyward after a student has accrued an excessive amount of absences during a certain time period.

#### Facilitator

Karen Ganus/Toma Sue Davis/Wendy Hutchinson

#### Participants

Parents of students with attendance issues

#### Schedule

Daily, from 8/10/2017 to 5/24/2018

## VII. Budget

1	G1.B1.S1.A1	The team will monitor attendance carefully and hold parent/student conferences with students who have excessive absences.	\$0.00
2	G2.B1.S1.A1	Departments will discuss and plan academic writing strategies to implement in the classroom in all subject areas.	\$0.00
3	G3.B1.S1.A1	The team will create an improved attendance letter to be generated by Skyward after a student has accrued an excessive amount of absences during a certain time period.	\$0.00
4	G4.B1.S1.A1	The reading department will develop a reward system for students who read AR books.	\$0.00
5	G5.B2.S2.A1	Teachers will monitor students' assignments completed via Canvas when a student has been displaced from class due to disciplinary issues.	\$0.00
<b>Total:</b>			<b>\$0.00</b>