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Dixie County High School

17924 SE HWY 19, Cross City, FL 32628

<http://www.dixie.k12.fl.us>

Demographics

Principal: Paul Bennett

Start Date for this Principal: 10/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: C 2015-16: C 2014-15: B 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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: School Information

School Mission and Vision

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.

Provide the school's vision statement

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Bennett, Paul	Principal	principal, evaluate lesson plans, classroom observations, supervise instruction
Smith, Mari-Michael	Instructional Coach	reading coach and AVID Site Coordinator
Beck, Nelena	Teacher, K-12	ninth grade level chair; science teacher, science department chair
Somakumar, Sanil	Teacher, K-12	teacher, Biology, Biology Honors, Bio Tech 1 and 2
Boorum, Theodore	Teacher, K-12	teacher, AP US History, AP European History, US Government, Economics with Financial Literacy, head of history department
Raulerson, Jennifer	Teacher, K-12	teacher, AP Lang and English 1/Pre AP, and English department head
Raulerson, Richard	Teacher, K-12	teacher, AVID Elective teacher
Duclos, Tucker	Teacher, K-12	teacher English 3; AP Lit teacher
Skelly, Krashelle	Teacher, K-12	teacher, geometry, algebra, math department head

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	136	163	133	98	530
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	41	43	39	37	160
One or more suspensions	0	0	0	0	0	0	0	0	0	65	40	43	28	176
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	25	59	39	20	143
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	39	25	22	17	103

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	32	31	21	13	97

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	9	7	0	20

FTE units allocated to school (total number of teacher units)

35

Date this data was collected or last updated

Monday 10/14/2019

Prior Year - As Reported

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	50	38	29	35	152
One or more suspensions	0	0	0	0	0	0	0	0	0	52	36	20	14	122
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	40	79	61	37	217
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	68	45	21	36	170

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	37	24	22	26	109

Prior Year - Updated

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	50	38	29	35	152
One or more suspensions	0	0	0	0	0	0	0	0	0	52	36	20	14	122
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	40	79	61	37	217
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	68	45	21	36	170

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	37	24	22	26	109

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	58%	56%	50%	50%	56%
ELA Learning Gains	50%	50%	51%	53%	53%	53%
ELA Lowest 25th Percentile	44%	44%	42%	46%	46%	44%
Math Achievement	44%	44%	51%	44%	44%	51%
Math Learning Gains	49%	49%	48%	47%	47%	48%
Math Lowest 25th Percentile	32%	32%	45%	43%	43%	45%
Science Achievement	52%	52%	68%	58%	58%	67%
Social Studies Achievement	76%	76%	73%	50%	50%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	136 (0)	163 (0)	133 (0)	98 (0)	530 (0)
Attendance below 90 percent	41 (50)	43 (38)	39 (29)	37 (35)	160 (152)
One or more suspensions	65 (52)	40 (36)	43 (20)	28 (14)	176 (122)
Course failure in ELA or Math	25 (40)	59 (79)	39 (61)	20 (37)	143 (217)
Level 1 on statewide assessment	39 (68)	25 (45)	22 (21)	17 (36)	103 (170)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	60%	60%	0%	55%	5%
	2018	47%	47%	0%	53%	-6%
Same Grade Comparison		13%				
Cohort Comparison						
10	2019	50%	51%	-1%	53%	-3%
	2018	50%	50%	0%	53%	-3%
Same Grade Comparison		0%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	55%	0%	67%	-12%
2018	57%	57%	0%	65%	-8%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	77%	0%	70%	7%
2018	49%	49%	0%	68%	-19%
Compare		28%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	54%	-11%	61%	-18%
2018	36%	50%	-14%	62%	-26%
Compare		7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	45%	0%	57%	-12%
2018	49%	49%	0%	56%	-7%
Compare		-4%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	41	36	23	29	15	31			88	47
BLK	32	44	40	38	58					92	75
WHT	59	49	43	45	48	28	52	77		98	73
FRL	51	46	43	40	44	41	45	71		99	72

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	35	60	43	27	28	33	36	23		80	50
BLK	33	37		35	59		30	36			
HSP		50			90						
WHT	50	55	46	43	45	42	60	49		90	77
FRL	49	52	45	44	48	43	59	50		91	80

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math lowest 25th percentile. Teacher turnover, teacher teaching out of field, and old curriculum.

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

Math lowest 25 percentile. School scores dropped from 43% in 2018 to 32% in 2019. Teacher turnover, teacher teaching out of field, and old curriculum.

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

Science achievement for 2019 was 52% as compared to the state's at 68%; this is a 16% gap. The trend shows a significant and continuing decline from 2017-2019. The factors contributing to this are unclear per se, but the same students' math scores are additionally low.

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

Social studies achievement showed the most improvement from 50% to 76%, which was 3% above the state's average. The teacher analyzed the history standards and tailored

instruction and lessons to support the standards. He gave frequent standard based assessments to monitor progress.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern are math's lowest 25% and science achievement.

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

1. Increase math's lowest 25% to meet or exceed the state's average.
2. Increase science achievement to meet or exceed the state's average.
3. To increase SWD from 38% to 41% or higher.
4. To increase ELA learning gains to 52% or exceed the state's average
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students with Disabilities
Rationale	Students with disabilities will show growth as measured by ESSA Federal Index.
State the measureable outcome the school plans to achieve	SWD will increase ESSA scores from 38% to 41% or higher as determined by ESSA.
Person responsible for monitoring outcome	Paul Bennett (paulbennett@dixie.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Double block ELA/Reading with a classroom aide to provide 9th grade students who are multiple years behind grade level with intensive, small group instruction 2. Double block Algebra 1A/1B classes 3 Monitor with multiple programs: CommonLit, STAR, Accelerated Reader, Pre-AP progress checks, Teengagement, Agile Minds, USA Test Prep 4 Reading classes will provide daily silent reading/choice time 5. New curriculum in math classes 6. Progress monitoring through general education formal/informal assessments and data collection.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. and 2. To provide students with a smaller teacher:student ratio and additional instructional time in areas where they show a weakness as evidence has shown that reduced teacher:student ratios and additional instructional time correlate to increased student achievement. 3. To determine areas of weakness and monitor student progress toward meeting their goals. 4. Studies have shown that providing students with at least 20 minutes of silent/independent reading practice increases student achievement. 5. New curriculum is research based and highly aligned to current math standards. 6. Progress monitoring determines baseline data and assists teachers in targeting students' areas of weakness.
Action Step	
Description	<ol style="list-style-type: none"> 1. Consult and monitor academic progress for students with disabilities 2. Administer baseline assessments to determine areas of strength and those in need of improvement 3. Review assessment data and discuss with students 4. Advise/make a plan of action per individual student 5. Administer progress checks and reteach/refocus instruction in areas of need 6. Reading coach will monitor reading assessments/Math coach will monitor math assessments
Person Responsible	Mari-Michael Smith (marimichaelsmith@dixie.k12.fl.us)

#2	
Title	ELA Learning Gains
Rationale	Based on a 3% drop in ELA learning gains from the previous year of 53% (which met the state's average) to 50%, which is 1% below the state's average of 51%.
State the measureable outcome the school plans to achieve	52% of tested students will meet or exceed the state's average for ELA learning gains.
Person responsible for monitoring outcome	Paul Bennett (paulbennett@dixie.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Double blocks for 9th grade ELA students who are four or more years behind grade level, to include small group instruction, and tier 3 intervention with a classroom aide 2. Monitor with multiple programs: CommonLit, STAR, Accelerated Reader, Pre-AP progress checks, Teengagement 3. Reading classes will provide daily silent reading/choice time
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. To provide students with a smaller teacher:student ratio and additional instructional time in areas where they show a weakness, as evidence has shown that reduced teacher:student ratios and additional instructional time correlate to increased student achievement. 2. Progress monitoring determines baseline data and assists teachers in targeting students' areas of weakness. 3. Studies have shown that providing students with at least 20 minutes of silent/independent reading practice increases student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Baseline assessments administered in: CommonLit and STAR to all students 2. Teacher/student conference to discuss reading data and set individual goals 3. Progress monitoring once/month using Teengagement in reading classes and CommonLit in ELA classes 4. Reading coach will monitor effectiveness through frequent walk throughs 5. Reading coach will complete data chat/review 6. PM data reports/consultations to check progress and areas of need/ focus to reteach
Person Responsible	Mari-Michael Smith (marimichaelsmith@dixie.k12.fl.us)

#3	
Title	Math Lowest 25th percentile
Rationale	Based on last year's data, our lowest 25% students dropped from 43% the previous year to 32%, below the state's average of 45% for both 2019 and 2018.
State the measureable outcome the school plans to achieve	Improve math gains in our lowest 25% to 45% and or meet/ exceed the state's average.
Person responsible for monitoring outcome	Paul Bennett (paulbennett@dixie.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Agile Minds-implement new curriculum 2. Double blocks (Algebra 1A/1B) 3. Math coach support
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Agile Minds is a research based curriculum with built in progress monitoring that is designed specifically for double blocked students in need of additional intervention. 2. Extended time in double blocks provides students with additional instructional time, guidance, and intervention. 3. Math coach can provide support, advice and strategies to aid teacher/struggling students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Double blocks for Algebra 1 2. Administer Agile Minds progress monitoring assessment to establish student's areas of strength and weakness and implement curriculum. 3. Use Agile Minds data reports to drive instruction 4. Conduct data chats to assist students in setting goals. 5. Math coach conducts walk-throughs and mentors teachers/ students as needed.
Person Responsible	Diana Locke (dianalocke@dixie.k12.fl.us)

#4	
Title	Science Achievement
Rationale	Based on the trend of the last two years' state data, science achievement scores have dropped from 58% to 52% and are below the state's average of 67%.
State the measureable outcome the school plans to achieve	Science achievement levels will increase from 52% to meet or exceed the state's average.
Person responsible for monitoring outcome	Paul Bennett (paulbennett@dixie.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Implement Study Island standards based practice platform 2. AVID strategies: Cornell Notes; Frayer Model; interactive notebooks/binders 3. Standard based assessments via USA Test Prep
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Study Island is a research based provider of rigorous science content. Consistent use has been shown to lead to increased student achievement. 2. AVID strategies are research based and evidence has shown they help students achieve college and career readiness. 3. Standards based assessments, when used frequently are a beneficial tool that assist teachers in determining focus areas that need further instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Utilize USA Test Prep for benchmark assessments 2. Utilize Study Island for classroom practice and standards based progress checks 3. Implement AVID strategies 4. Science department collaborates weekly during PLC's to discuss student progress
Person Responsible	Nelena Beck (nelenabeck@dixie.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

DCHS' focus is on preparing students for future success by providing them with the following: relevant and rigorous course work, intervention and additional support in areas as needed, opportunities to pursue dual enrollment, AP classes, and in addition, offering technical courses such as aerospace, biotech, business/digital information, health and welding academies, and agriculture. But school is more than just academics. Numerous athletic programs and clubs are also an important part and most often the reason many students attend school, but we are not reaching every student. We cannot teach students who do not want to be here or who do not attend school regularly. In conversing with faculty, staff, and students, an area of need that school improvement needs to address is providing, not only a rigorous academic setting, but also one that encourages students to want to attend school. School should provide a positive atmosphere-one that is conducive to learning but also one that is inviting and enjoyable. There should be incentives for all students, across all grade levels that are based on attendance, conduct, and academics. It

is the belief that if students are challenged academically and at the same time provided with positive school experiences, they will have a good balance; thus, they should excel in all areas: academically, socially, and emotionally, which all comprise the epitome of a well balanced and prepared young person ready to face whatever challenges may come his/her way. Our SAC can ensure that this happens by investing in our students!

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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 and FAFSA nights for parents and students who want to receive assistance with applying for colleges and for federal student financial aid. The guidance department has Counselor's Corner every Thursday during first and second lunch in the cafeteria. Students do not need to schedule an appointment to speak the counselor and receive advice/input. Guidance also has a college and career fair for all grade levels that showcases colleges/universities, technical schools, armed forces, and local/regional businesses. Students also have access to Virtual Job Shadow which is a career and college platform that explores a variety of fields for careers and colleges.

PFEP Link

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

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 students regularly 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 may be at risk of school failure. Take Stock offers a one on one mentor for each student accepted in the program. Students who complete this program successfully are awarded full 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 methods. We have military recruiters who also counsel with students on issues in their lives. The school has a behavior specialist who monitors the progress of students who are diagnosed with behavioral, emotional and learning challenges. We are also an AVID school which focuses heavily on supporting students for college and career readiness.

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. The session includes a question/answer session as well as guided assistance selecting their course schedules for the following year. In addition, DCHS hosts a parent/student night where students and parents are given an overview of courses, programs, and graduation requirements.

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.

Throughout the school year, the guidance counselor meets with each senior individually to help keep track of their 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 them. Seniors enrolled in AA or AS programs receive support and guidance on selecting courses needed to complete those programs. The guidance department hosts a College Application Party where students can seek guidance in completing college applications and numerous FAFSA help sessions for parents and students needing assistance filing for financial aid. Students who do not plan on attending college can participate in the CO-OP program and receive on the job training.

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
- We have a Title coordinator who coordinates federal, state, and local funds, services, and programs. Carol Anne Forehand
- Violence Prevention Program - there is a full time resource officers at DCHS- Bob Wimberly; parttime resource officer-Kyle Shultz and Blitz, his canine companion; Dean of students- Brent Wilkerson; AP-Josh O'Neal
- Nutrition Programs - DCHS school lunchroom provides breakfast and lunch for 100% of our students-Melody Rollison
- Housing Programs - available in our community
- Alexa Mills is the Director of ESE and coordinates student services.

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 industry certifications. Students experience college rigor through advanced placement and dual enrollment courses. Seniors participate in the local Rotary Student Program. The Dixie Education Foundation sponsors scholarships for seniors. Students may participate in the Take Stock and Educational Talent Search programs. The school sponsors the College Board SAT Day. The guidance department also sponsors a college and career fair. In addition, students may explore careers and colleges via Virtual Job Shadow.

Part V: Budget						
1	III.A	Areas of Focus: Students with Disabilities				\$125.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3361	642-Furniture, Fixtures and Equipment Non-Capitalized	0021 - Dixie County High School	School Improvement Funds		\$100.00
			<i>Notes: Purchase popcorn machine for student incentives in attendance, behavior, grades and other academic areas.</i>			
	3361	510-Supplies	0021 - Dixie County High School	School Improvement Funds		\$25.00
			<i>Notes: Purchase of supplies for use with popcorn machine for student incentives in attendance, behavior, grades and other academic areas.</i>			
2	III.A	Areas of Focus: ELA Learning Gains				\$3,225.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0021 - Dixie County High School	School Improvement Funds		\$2,500.00

							<i>Notes: STAR/AR incentives and rewards</i>						
			0021 - Dixie County High School			School Improvement Funds						\$600.00	
							<i>Notes: Class novels for classroom libraries for reading teachers.</i>						
	3361	642-Furniture, Fixtures and Equipment Non-Capitalized		0021 - Dixie County High School			School Improvement Funds					\$100.00	
							<i>Notes: Purchase popcorn machine for student incentives in attendance, behavior, grades and other academic areas.</i>						
	3361	510-Supplies		0021 - Dixie County High School			School Improvement Funds					\$25.00	
							<i>Notes: Purchase of supplies for use with popcorn machine for student incentives in attendance, behavior, grades and other academic areas.</i>						
3	III.A	Areas of Focus: Math Lowest 25th percentile									\$125.00		
	Function	Object		Budget Focus			Funding Source		FTE	2019-20			
	3361	510-Supplies		0021 - Dixie County High School			School Improvement Funds					\$25.00	
							<i>Notes: Purchase of supplies for use with popcorn machine for student incentives in attendance, behavior, grades and other academic areas.</i>						
	3361	642-Furniture, Fixtures and Equipment Non-Capitalized		0021 - Dixie County High School			School Improvement Funds					\$100.00	
							<i>Notes: Purchase popcorn machine for student incentives in attendance, behavior, grades and other academic areas.</i>						
4	III.A	Areas of Focus: Science Achievement									\$125.00		
	Function	Object		Budget Focus			Funding Source		FTE	2019-20			
	3361	510-Supplies		0021 - Dixie County High School			School Improvement Funds					\$25.00	
							<i>Notes: Purchase of supplies for use with popcorn machine for student incentives in attendance, behavior, grades and other academic areas.</i>						
	3361	642-Furniture, Fixtures and Equipment Non-Capitalized		0021 - Dixie County High School			School Improvement Funds					\$100.00	
							<i>Notes: Purchase popcorn machine for student incentives in attendance, behavior, grades and other academic areas.</i>						
										Total:	\$3,600.00		