

Dixie District Schools

Dixie County High School



2018-19 School Improvement Plan

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Dixie County High School

17924 SE 19 HWY, Cross City, FL 32628

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

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	B*

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 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>.

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 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
Bennett, Paul	Principal
Smith, Mari-Michael	Instructional Coach
Beck, Nelena	Teacher, K-12
Somakumar, Sanil	Teacher, K-12
Boorum, Theodore	Teacher, K-12
Raulerson, Jennifer	Teacher, K-12
Raulerson, Richard	Teacher, K-12
Duclos, Tucker	Teacher, K-12
Skelly, Krashelle	Teacher, K-12

Duties

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

The roles of the Leadership Team are to meet every month and discuss curricular and procedural issues at DCHS. This team then takes the information from these meetings and disseminates to their departments and grade levels. A book study is also a component of these meetings to bolster professional development and create a professional learning community for school leaders. This year the leadership team will be reviewing "Creating Conditions for Rigorous Instruction" by Marzano, Cleary, and Morgan.

Early Warning Systems

Year 2017-18

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

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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 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	0	37	24	22	26	109

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	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Wednesday 10/3/2018

Year 2016-17 - 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	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	0	32	21	30	20	103

Year 2016-17 - Updated

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

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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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

DCHS' lowest data component was math lowest 25th percentile according to school data.
 No, this is not a trend

Which data component showed the greatest decline from prior year?

Social Studies achievement as measured by the US History EOC showed the greatest decline from the prior year with a drop from 60% to 50%.

Which data component had the biggest gap when compared to the state average?

Social Studies data had the biggest gap when compared to the state average with a 20% point gap between DCHS scores and the state average.

Which data component showed the most improvement? Is this a trend?

ELA lowest 25% (27%) and ELA learning gains (19%) showed the most improvement.
 No, this is not a trend.

Describe the actions or changes that led to the improvement in this area

- *Increased resources that enabled us to purchase programs.
- *Increased use of paraprofessionals in order to utilize small group instruction.
- *Increased the use of progress monitoring, followed the data closely, then differentiated instruction based on our data.

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).

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School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	50%	50%	56%	46%	46%	53%
ELA Learning Gains	53%	53%	53%	34%	34%	49%
ELA Lowest 25th Percentile	46%	46%	44%	19%	19%	41%
Math Achievement	44%	44%	51%	38%	38%	49%
Math Learning Gains	47%	47%	48%	41%	41%	44%
Math Lowest 25th Percentile	43%	43%	45%	30%	30%	39%
Science Achievement	58%	58%	67%	56%	56%	65%
Social Studies Achievement	50%	50%	71%	60%	60%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	50 (32)	38 (28)	29 (31)	35 (34)	152 (125)
One or more suspensions	52 (50)	36 (8)	20 (9)	14 (1)	122 (68)
Course failure in ELA or Math	40 (19)	79 (38)	61 (47)	37 (26)	217 (130)
Level 1 on statewide assessment	68 (44)	45 (40)	21 (60)	36 (29)	170 (173)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	47%	47%	0%	53%	-6%
	2017	51%	51%	0%	52%	-1%
Same Grade Comparison		-4%				
Cohort Comparison						
10	2018	50%	50%	0%	53%	-3%
	2017	45%	45%	0%	50%	-5%
Same Grade Comparison		5%				
Cohort Comparison		-1%				

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	57%	0%	65%	-8%
2017	57%	58%	-1%	63%	-6%

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BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	49%	49%	0%	68%	-19%
2017	61%	61%	0%	67%	-6%
Compare		-12%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	36%	50%	-14%	62%	-26%
2017	50%	60%	-10%	60%	-10%
Compare		-14%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	49%	49%	0%	56%	-7%
2017	27%	27%	0%	53%	-26%
Compare		22%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
WHT	50	55	46	43	45	42	60	49		90	77
BLK	33	37		35	59		30	36			
HSP		50			90						
SWD	35	60	43	27	28	33	36	23		80	50
FRL	49	52	45	44	48	43	59	50		91	80

2017 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
WHT	49	36	17	41	42	30	58	60		96	75
BLK	16	21		17	32	20	20	64		100	73

2017 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
HSP				42	60						
MUL	18	30		27	30						
SWD	18	18	11	11	23		13	37		88	48
FRL	41	29	13	36	42	34	46	57		96	76

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title US History EOC Scores

Rationale Based on the current trend for the past 3 years, US History EOC scores have steadily declined with a 15 point drop from 2016 to 2018.

Intended Outcome Improve the percent of students who are proficient on the US History to 55%.

Point Person Paul Bennett (paulbennett@dixie.k12.fl.us)

Action Step

Description *USA Test Prep
 *More Frequent Walk Throughs
 *Monitor Student Progress

Person Responsible Paul Bennett (paulbennett@dixie.k12.fl.us)

Plan to Monitor Effectiveness

Description Build and give frequent progress monitoring assessments using USA Test Prep.

Person Responsible Travis Osteen (travisosteen@dixie.k12.fl.us)

Activity #2	
Title	Math Lowest 25th Percentile
Rationale	Based on last year's data, math lowest 25th percentile scores were our lowest component.
Intended Outcome	Improve math gains in our lowest 25th percentile to 48%.
Point Person	Paul Bennett (paulbennett@dixie.k12.fl.us)
Action Step	

Description	<ul style="list-style-type: none"> *IReady (Progress Monitoring) *Double Blocks (Algebra 1) *Math Coach (mentor) *Monitor Student Progress *More Frequent Walk Throughs
Person Responsible	Paul Bennett (paulbennett@dixie.k12.fl.us)

Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> *Math Coach will monitor effectiveness through frequent walk throughs *Math Coach will complete data chat/review *IReady data reports
Person Responsible	Diana Locke (dianalocke@dixie.k12.fl.us)

Activity #3	
Title	Reading Achievement
Rationale	Based on a 2 year trend, DCHS has been approximately 6 percentage points below state average from 2017 to 2018.
Intended Outcome	Improve the percent of students who are proficient on FSA ELA to 53%.
Point Person	Paul Bennett (paulbennett@dixie.k12.fl.us)
Action Step	

Description	<ul style="list-style-type: none"> *Double Block (9th grade students who are four or more years behind grade level) *Small Group Instruction *Monitor with multiple programs: CommonLit, STAR, WriteScore Reading and Writing *Students in all reading classes are monitored through Teengagement for intervention purposes *Frequent walk throughs and observations from reading coach in all ELA classes *Achieve 3000 for differentiated instruction (lowest 25th percentile)
Person Responsible	Mari-Michael Smith (marimichaelsmith@dixie.k12.fl.us)

Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> *Reading Coach will monitor effectiveness through frequent walk throughs *Reading Coach will complete data chat/review *PM data reports
Person Responsible	Mari-Michael Smith (marimichaelsmith@dixie.k12.fl.us)

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 Pilot SIP 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 party for parents and students who want to receive assistance with applying for 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 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. 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 their lives. The school has a behavior specialist who monitors the progress of students who are diagnosed with behavioral, emotional and learning challenges.

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 receive assistance selecting their schedule for next year. In addition, DCHS hosts a parent/student night for incoming freshmen where students and parents learn about the

school code of conduct and 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 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 and a FAFSA Help Night for students to seek help with 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
- 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

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. Seniors participate in the local Rotary Student Program. The Dixie Education Foundation sponsors scholarships for seniors. Students also participate in the Take Stock and Educational Talent Search programs. The school also sponsors the College Board SAT Day.

Part V: Budget

Total:	\$600.00
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DCHS 2018-2019 SCHOOL IMPROVEMENT PLAN BUDGET

AREA OF FOCUS #1: Improve US History EOC Scores	
Action steps to achieve AREA OF FOCUS #1	Cost
<i>USA Test Prep</i>	\$4,000
AREA OF FOCUS #2: Improve Math Lowest 25% Scores	
Action steps to achieve AREA OF FOCUS #2	Cost
<i>i-Ready</i>	\$3,000.00
AREA OF FOCUS #3: Improve Reading Achievement Scores	
Action steps to achieve AREA OF FOCUS #3	Cost
<i>Commonlit</i>	\$650
<i>STAR</i>	\$1,527.50
<i>Write Score Reading</i>	\$3,185.73
<i>Write Score Writing</i>	\$3,110.40
<i>Achieve3000</i>	\$3,570
<i>Teengagement</i>	\$6,435.00