2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

15 - Dixie
Mr. Mike Thomas, Superintendent
Wayne Green, Northeast Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

Our schools, which include James M. Anderson Elementary School, Ruth Rains Middle School, and Dixie County High School in Cross City, and Old Town Elementary School in Old Town, are the heartbeat of the community. James M. Anderson and Old Town Elementary include students from PK to 5th grade. Ruth Rains serves students in 6th through 8th grades, which Dixie County High School includes students 9th – 12th grades. Kinder Cub School in Cross City, which currently includes students PK – 2nd grade. All of Dixie District schools are high poverty schools, with all schools eligible for the Community Eligibility Provision, but electing to remain a Provision 2 district. During the 2014-2015 school year, James M. Anderson had a total enrollment of 519 students, with 12% black, 79% white, 3% Hispanic, and 4% multi-racial. Old Town had a total enrollment of 561 students, with 1% black, 90% white, 5% Hispanic, and 4% multi-racial. Ruth Rains had a total enrollment of 430 students, with 7% black, 86% white, 4% Hispanic and 3% multi-racial. Dixie County High School had a total enrollment of 370 students, with 8% black, 84% white, 4% Hispanic, and 4% multi-racial. Kinder Cub School had a total enrollment of 80 students, with 1% Aisan, 26% black, 66% white, 1% Hispanic, and 5% multi-racial.

b. District Vision Statement

The vision/mission of the Title 1 Program in the Dixie School District is to provide supplementary educational services that will help to ensure that all children have an opportunity to obtain a high quality of education and achieve proficiency of the state's academic achievement standards. Dixie District Schools is located in Cross City, Florida and connected to the outlying communities of Cross City, Suwannee, Jena, Old Town and Horseshoe Beach. We are a largely rural Gulf Coast Community with a wealth of natural resources.

c. Link to the district's strategic plan (optional)

No strategic plan link stored

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) 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 to align to interventions in Priority and Focus schools. 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.

b. School Allocation Process

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

d. Operational Flexibility
Provide the district's definition of "operational flexibility"Ã‚Â? provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

3. Sustainability of Improvement

a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link
A PIP has not been uploaded for this district.

2. Family and Community Engagement
Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts

3. Engagement of School Leadership
Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

b. Employee's Title

c. Employee's Phone Number

d. Employee's Phone Extension

e. Supervisor's Name

f. Supervisor's Title

g. Employee's Role and Responsibilities

2. District Leadership Team:

Title
Phone
Supervisor's Name
Supervisor's Title
Role and Responsibilities

3. Educator Quality

a. School Leadership Teams
Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

b. Instructional Staff
Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

D. Professional Capacity

1. Common Planning Time
Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

2. Instructional Coaches
Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan
No

District Reading Plans
https://www.floridacims.org/districts/dixie?current_tab=reading

b. Writing

1. Description of Programs
List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Program Type

School Type

Description

c. Mathematics

1. Description of Programs
List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Program Type

School Type

Description

d. Science

1. Description of Programs
List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Program Type

School Type

Description

2. Instructional Alignment and Pacing

a. Program Monitoring
Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

b. Supports for Student Transitions
Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?
No

a. Link to Student Progression Plan

b. Provide the page numbers of the plan that address this question

c. Alignment of Pacing Guides to Florida Standards
Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

No

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. *Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*
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 district 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 district to summarize the underlying 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.

District 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

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.

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date

V. Professional Development Opportuntities

Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

VII. Budget

Total:	**$0.00**