

Dixie District Schools

Dixie County High School



2021-22 Schoolwide Improvement Plan

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Dixie County High School

17924 SE HWY 19, Cross City, FL 32628

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

Demographics

Principal: Josh O'neal

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (56%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 8-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>16%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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. 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.

At Dixie County High School, staff will facilitate rigorous instruction in an engaging, inspiring, and challenging learning environment; all students will graduate prepared for higher learning and careers in order to be knowledgeable and engaged citizens.

Provide the school's vision statement.

The vision of Dixie County High School is to create a nurturing culture that strives to instill the desire in all students to become lifelong learners through a rigorous and relevant curriculum that prepares them for college, career, and success in a global society.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Bennett, Paul	Principal	<ul style="list-style-type: none"> -principal -evaluate lesson plans -conduct classroom observations -supervise classroom instruction -teacher evaluations
Smith, Mari-Michael	Other	<ul style="list-style-type: none"> -AVID site team leader -Academic Coach (ESE teacher on special assignment) -monitor progress of at-risk students in regards to graduation requirements (including ESE students) -coordinate schedules and mentor paraprofessional push-ins who work with ESE/ELL students -meet w/students to provide support (ESE students more frequently) -classroom walk-throughs to monitor student expectations and progress -write IEP's as needed during the school year (not summer) -mentor teachers who provide support to MTSS students (for graduation purposes) -monitor students progress towards industry certs or dual enrollment to increase college and career readiness
Geiger, Gina	Assistant Principal	<ul style="list-style-type: none"> -Assistant principal -assist principal as needed -enforce code of conduct -handle student discipline -Reading department chair -School Accreditation Team
Locke, Diana	Assistant Principal	<ul style="list-style-type: none"> -Assistant principal assist principal and teachers with instructional practices -oversee lesson plans and implementation -observe classes -eighth grade chairman -AVID site team member
McCall, Shelbi	Other	<ul style="list-style-type: none"> -CTE and Testing Coordinator -coordinate and manage all high school testing, reporting, testing accommodations for DCHS students -handle grants and purchasing for CTE programs, while coordinating related needs
Boorum, Theodore	Teacher, K-12	<ul style="list-style-type: none"> -Economics, US Government teacher -12th Grade Team Leader -graduation mentor/support as needed

Name	Position Title	Job Duties and Responsibilities
Driggers, Jennifer	Teacher, K-12	<ul style="list-style-type: none"> -Eleventh grade chair: create agenda -Health Science instructor grades 9-12 -HOSA advisor -School Advisory Council treasurer
Ellison, Shannon	Teacher, K-12	<ul style="list-style-type: none"> -Social Studies team leader -AVID site team member World History and AP World History teacher
Beck, Nelena	Teacher, K-12	<ul style="list-style-type: none"> -Ninth grade team leader -Physical Science teacher -AVID site team member
Evans, Candy	Teacher, K-12	<ul style="list-style-type: none"> -SAC chair -SIP coordinator -eighth and ninth grade intensive reading teacher
Somakumar, Sanil	Teacher, K-12	<ul style="list-style-type: none"> -Science Dept. team leader -Biology, Biology Honors, Bio Tech 1 and 2 teacher
Skelly, Krashelle	Teacher, K-12	<ul style="list-style-type: none"> -Math Dept team leader -AVID site team member -algebra teacher
Long, Eli	Teacher, K-12	<ul style="list-style-type: none"> -Tenth grade team leader -World History, U.S. History, and Pre-AP World History teacher

Demographic Information

Principal start date

Monday 7/1/2019, Josh O'neal

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

744

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	180	164	142	111	138	735
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	45	31	35	20	32	163
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	45	39	0	0	0	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0

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	1	0	0	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	4	11	4	3	4	26

Date this data was collected or last updated

Tuesday 9/7/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	132	112	131	99	474
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	59	50	70	67	246
One or more suspensions	0	0	0	0	0	0	0	0	0	0	6	1	5	2	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	39	23	66	37	165
Course failure in Math	0	0	0	0	0	0	0	0	0	0	39	24	14	10	87
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	23	23
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	19	40	25	121

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	132	112	131	99	474
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	59	50	70	67	246
One or more suspensions	0	0	0	0	0	0	0	0	0	0	6	1	5	2	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	39	23	66	37	165
Course failure in Math	0	0	0	0	0	0	0	0	0	0	39	24	14	10	87
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	23	23
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	19	40	25	121

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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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	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%

Grade Level Data Review - State Assessments

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
08	2021					
	2019					
Cohort Comparison						
09	2021					
	2019	60%	60%	0%	55%	5%
Cohort Comparison		0%				
10	2021					
	2019	50%	51%	-1%	53%	-3%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	55%	0%	67%	-12%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	77%	0%	70%	7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	54%	-11%	61%	-18%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	45%	0%	57%	-12%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR reading and math
Common Lit for ELA

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6.2 GE		7.6 GE
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7.3 GE		8.8 GE
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0		0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0	0	0
	Economically Disadvantaged				
	Students With Disabilities English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0	0	0
	Economically Disadvantaged				
	Students With Disabilities English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0	0	0
	Economically Disadvantaged				
	Students With Disabilities English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0	0	0
	Economically Disadvantaged				
	Students With Disabilities English Language Learners				

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	23	25	18	18	19	5	29	46		92	36
BLK	18	45			9					83	50
HSP	36	45		18	9						
WHT	44	42	50	32	23	9	66	74		89	59
FRL	35	39	45	25	20	8	62	64		89	63

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 2017-18	C & C Accel 2017-18
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 2016-17	C & C Accel 2016-17
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 Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

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%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Ninth grade ELA school scores for 2021 FSA when compared to the state are lower: 34% scored a level 3 or higher compared to the state's 49%; they are also significantly lower than our previous 2019's data: 60% scored a level 3+ and were 5% above the state average of 55%. In comparison, tenth grade for 2021 had 48% students testing at a level 3 or above and the state had 51%, which was only -3% below the state average. In 2019, tenth grade ELA was 50% level 3 or above as compared to the state's 53%, so basically the scores remained constant. One positive, ELA's combined lowest 25th percentile for reading growth for 2021 is 50%:14% above the state's average of 36% and an increase from 44% in 2019.

Our greatest area of concern is math achievement: 30% were a level 3 or above as compared to 48% for the state in 2021, dropping from 44% in 2019. Math learning gains for 2021 were 21%, dropping from 49% in 2019. The most significant drop was the lowest 25th percentile-only 9% as compared to the state's 33%, dropping from 32% in 2019 for our school and 45% for the state-24% below the state's average for 2021.

Both science and social studies achievement for 2021 are 10% above the state's average; Science 62%, state 52%. Science increasing from 52% in 2019. Social studies was 75% school and 65% state for 2021, only dropping -1% from our 2019 school score of 76%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement is math achievement, learning gains, and especially the lowest 25th percentile.

ELA gains for both ninth and tenth should focus on increasing the number of students who score a level 3 or higher on the FSA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The overwhelming contributing factor that lead to this need for improvement was absenteeism due to Covid 19. New actions that need to be taken are to ensure that students who are absent receive after school tutoring to fill in the gaps and catch them up. Ongoing progress monitoring with a focus on students achieving mastery of 80% or higher on progress monitoring assessments, teacher made quizzes, chapter tests and unit tests, and remediation when they fall short.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA bottom 25th% and Science showed the most achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors that lead to ELA 25th% growth: focused progress monitoring and remediation, in addition students had at least 20 minutes of independent reading time daily. Science teachers created assessments to monitor ongoing progress.

What strategies will need to be implemented in order to accelerate learning?

Students will be administered baseline assessments to determine individual/class strengths and areas of weakness. Instruction will be standards based and tailored to address targeted areas. Progress will be monitored via teacher observation, quizzes, chapter/unit assessments. mid-year and end-of-the assessments will also be used to chart progress.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In-service trainings, PLCs, and professional development opportunities that address progress monitoring, analyzing data, and how to use the data to drive instruction will be an ongoing focus throughout the school year that will be provided for all teachers. In addition, identified teacher experts on staff will mentor colleagues on an individual basis as needed. Mentor classrooms will also be established.

Students will conference with every teacher; they will be provided with their personal data for each subject; data will be reviewed and discussed individually with each student; student will set realistic short and long range goals/subject; students will be expected to 'own their data', encouraged, and supported in working towards obtaining their goals.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Students will be provided with guidance and the academic support they need. All students will keep a portfolio (electronic or folder) of their academic record, assessments and progress monitoring records, and graduation requirements checklist. Students will have their short and long range goals and interest and career inventory included in their portfolio. This is to be determined SY 2021-2022 and implemented starting SY 2022-2023.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Based on 2021/2019 FSA data and in preparation for the implementation of the new B.E.S.T. standards a critical area of need is instructional practice. Teachers need to be trained on the new standards and how to best implement them when creating their lesson plans so that the standards are aligned with instruction.

Measurable Outcome: 100% of teachers will participate in on site in-service training of the B.E.S.T. standards.

Monitoring: Standards are included and monitored weekly by administration per lesson plans.

Person responsible for monitoring outcome: Diana Locke (dianalocke@dixie.k12.fl.us)

Evidence-based Strategy: Professional development (on new B.E.S.T. Standards implementation) (Hattie's .41)
Clear goal intentions (lesson plans will include standards in subject area taught) (Hattie's .48)

Rationale for Evidence-based Strategy: Professional development has an effect size of .41 (Hattie's). Teachers will receive PD on the new B.E.S.T. ELA Standards. Teachers will then set clear goal intentions (.48) via lesson plans, which will be monitored regularly by administration. By providing PD on B.E.S.T. ELA Standards, then requiring teachers to plan and implement standards based lessons, in theory teacher knowledge should improve, thereby leading to increased academic ability for students as measured by data.

Action Steps to Implement

- Teachers will receive professional development on B.E.S.T. ELA Standards.
- Teachers will apply knowledge learned in PD on B.E.S.T. ELA Standards to their lesson plans.
- Diana Locke, Assistant Principal and school-based curriculum leader, will monitor lesson plans and conduct classroom observations.
- Diana Locke, AP and instructional leader, will participate in PLC meetings to monitor teacher and student implementation of standards, and conference with teachers as needed to ensure adequate progress is being made.
- Coaching and follow up will be provided as needed.
- Mentor classrooms and mentor teachers will be utilized as needed.
- Data will be assessed as it becomes available to evaluate progress and determine if additional support is needed.

Person Responsible Diana Locke (dianalocke@dixie.k12.fl.us)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: There has been a dramatic increase in absenteeism since Covid 19. Students did not attend school regularly due to being quarantined whether from having Covid, being exposed to someone who had it, or just merely being in close contact to someone who was exposed to Covid. Students used Covid as an excuse (sometimes legitimate) to not attend school or complete school assignments that were posted in Canvas. Students were shown compassion and grace during this time, but the evidence as shown on the state's assessments, confirm that learning gains were lost in ELA and math.

Measurable Outcome: There should be a measurable decrease in attendance issues and referrals due to classroom disruption. Achievement should also increase as evident on progress monitoring or other school assessments as a result of additional instructional time and consistency.

Monitoring: Every nine weeks, data will be reviewed pertaining to attendance, referrals, and students' GPA's.

Person responsible for monitoring outcome: Gina Geiger (ginageiger@dixie.k12.fl.us)

Evidence-based Strategy: To increase students' academic performance DCHS will do the following:
 Decrease school suspensions
 Improve school climate
 Hold regular PLC's to promote collective teacher efficacy.
 Work to increase attendance, thereby leading to an increased exposure to reading.
 Decrease disruptive behavior
 Offer acceleration and enrichment programs to students.

Rationale for Evidence-based Strategy: School suspensions have a negative effect on student success (Hattie's -.20). Decreasing suspensions would have a positive effect on student success.
 Improved school climate (Hattie's - .32).
 PLC's to promote collective teacher efficacy (Hattie's - 1.57)
 Decreasing disruptive behavior (Hattie's - .68).
 Enrichment programs (Hattie's - .53).

DCHS' provides relevant and rigorous course work additional support in intervention, and opportunities to pursue dual enrollment, AP classes, and CTE courses. It is our goal to provide a positive and supportive environment that is not only conducive to learning, but one that is also inviting and enjoyable. In order to achieve a balance, students should be challenged academically, as well as provided with positive school experiences. Students should be encouraged to excel academically, socially, and emotionally. Incentives for all students that target attendance, conduct, and achievement will increase motivation and establish a positive culture and environment.

Action Steps to Implement

- Increase attendance, decrease disruptive behavior and reduce # of school suspensions via data monitoring and rewards.
- Build interest & participation in acceleration/CTE programs.
- Regular meetings w/PLC's to promote teamwork and collective teacher efficacy.
- Positive incentives as follows:
 Each 9 weeks hold a drawing for students with a 3.0+ unweighted GPA: T-shirts 5 per grade; 5 VIP parking spots for juniors who drive; free athletic event passes, 2 per grade; quarterly free dance for students meeting referral and attendance goals; each semester, 5 students per grade level with a 3.0 or higher GPA, no referrals, or attendance issues will be taken to lunch during the school day; top 25 AR

students with 80%+ accuracy in their ZPD range taken to lunch and movie (end of year); school-wide Game Day for each grade level (spring). Monthly PM mastery of 80% for remedial math and reading students earn soda and candy.

Person Responsible Candy Evans (candyevans@dixie.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: FSA data identifies that SWD are not making adequate progress in ELA or math learning gains.

Measurable Outcome: SWD will increase ELA reading gains from 25% to meet or exceed the state's average and the lower 25% will increase from 18% to also meet or exceed the state's average. SWD will increase math learning gains from 19% to meet or exceed the state's average; the lower 25% will increase from 5% to meet or exceed the state's average.

Monitoring: Students will take the STAR math and reading baseline assessment to determine students' areas of weakness. Students will also take a mid and end of year assessment to measure growth. Teachers will use the state standards and data from progress monitoring and classroom observations, assignments, and quizzes to drive student instruction.

Person responsible for monitoring outcome: Diana Locke (dianalocke@dixie.k12.fl.us)

Evidence-based Strategy: Students will receive small group instruction via RTI that provides scaffolding and explicit teaching strategies that target the areas of need per individual student.

Rationale for Evidence-based Strategy: Small group instruction .47 effect size (Hattie's)
 RTI 1.29 effect size (Hattie's)
 Scaffolding .82 effect size (Hattie's)
 Explicit teaching strategies .57 effect size (Hattie's)
 Students are placed in intensive remedial classes for small group instruction and evidence based strategies.

Action Steps to Implement

- Students are place in intensive remedial classes for small group instruction via RTI using evidence based strategies.
- Lesson plans are monitored.
- Classroom observations are made regularly.
- Coaching support and guidance offered as needed.
- Mentoring support offered as needed.
- Data is continuously monitored and assessed for needs.

Person Responsible Diana Locke (dianalocke@dixie.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Dixie County High School is ranked high in comparison to other high schools in Florida. The two main areas of concern are the incidences of drug/ public order and violence. The primary area of concern is drug/ public order with vaping being the most prevalent. To address this issue, we have a vape trained K-9 that is brought into classes once a week to target tobacco and vaping products. We have a zero tolerance rule for any and all tobacco and vaping products. Our second area of concern is violence. We currently have increased supervision across campus at all times of the school day. Additionally, we have 36 cameras positioned throughout the school to monitor student behavior. We also have two school resource officers and a certified deputy with a trained canine. Counseling is readily available in the school guidance office. Students are also encouraged to report bullying as deemed necessary. Incentives to deter fighting will be offered per grade level. Incidences will be monitored on a quarterly basis. Any grade level that has zero involvement will be rewarded by an early lunch release, five minutes prior to the regular bell.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Dixie County Middle High School strives to work together to create and sustain a positive school culture and environment. Our mission and vision statements are noted on the school's website, Facebook page, all school publications, and are posted in every classroom on campus. The school has adopted an online program, Skyward, for posting grades, attendance, and messages. Students and parents are able to view attendance and grades and messages that teachers post. In addition, DCHS has another online program, Canvas, for course management. Through Canvas, students and parents are able to see and access assignments and grades whether at home or school. Everything that is going on in every class is posted on Canvas. Students who are absent are encouraged and expected to complete the assignments that are posted. Teachers provide pdfs of handouts, links and directions on Canvas. DCHS uses Gmail to post announcements and also as a way for students, teachers, and parents to communicate.

Guidance works to prepare our students for success. This may include parent/student/teacher meetings to discuss students' schedules, grades, graduation requirements, etc. to ensure academic success. They also host a college application/FAFSA, party for parents and students who want to receive assistance with applying to colleges. In addition, every Thursday, during both lunches in the cafeteria, the guidance counselor is available at a designated table, Counselor's Corner, where students may speak with her about

any issues or questions the student may have. Students may also speak with the guidance counselor whenever they need to, as they do not have to schedule an appointment. Every year the guidance department holds a college and career fair for all grade levels to attend that showcases colleges/universities, technical schools, the 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. 8th grade students use My Career Shines to explore various careers and formulate an online career plan for high school. Our guidance department also works in conjunction with our local Dixie County Education Association in providing our graduates with ample opportunities to apply for local scholarships.

Many of our teachers are involved in extracurricular activities, whether it is as a class/club sponsor or coach. After school tutoring is offered to students who desire and need the extra help. Teachers also support their students by attending their athletic events and school activities throughout the year. Teachers and staff also rally around to support our students and families in times of need, whether it's providing clothing, eye glasses, shoes, or personal items. Some teachers sponsor students for class dues, field trip expenses, even prom expenses-we consider our students our kids; we want them all to have an opportunity to learn and to grow in a nurturing and supportive environment.

Our school adopts the same expectations, rules, and procedures, in order for the students to have a sense of routine and expectations. We feel by working together, we can set a positive example of teamwork with our main goal of teaching and reaching all our students and helping them to have a successful and productive high school experience.

Every nine weeks our school holds a drawing for students who have a 3.0 or higher GPA: T-shirts, parking spots, and a free athletic pass. School-wide activities like guest speakers, dances, and pep rallies are held to bring all the students together to create school spirit. This year, hopefully, we will hold our first ever Game Day, where every student is involved in an event, class vs class for a winner. We also plan on having a dance each semester, free to students who do not have any discipline referrals or more than the allowed excused absences (pending Covid). The top 25 readers who have read the most books during the school year are treated to dinner and a movie. Every child has an opportunity to participate in school activities.

At the end of the year, we recognize scholar athletes. Students who participate in one or more sports and who maintain an unweighted GPA average of 3.0, 3.5, or 4.0 receive pins to put on their lettermen jacket. 3.0 receives a silver star, 3.5 a gold star, and 4.0 or higher receives a gold bear and a scholar athlete bar pin.

Students are recognized and celebrated for their achievements, whether it's finally passing a progress monitoring assessment or passing an AP exam. We celebrate small and big victories!

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Every adult on our school campus: principal, assistant principals, teachers, staff, paraprofessionals, coaches, resource officers, the school nurse, guidance department, the receptionist, bookkeeper, IT person, the custodians, the lunch ladies, and our bus drivers all strive to provide a positive atmosphere whereby all our students can thrive and feel supported. Like the African proverb, "It takes a village to raise a child," everyone at DCHS plays an important role in the lives of all our students.

The DCHS SAC works to support the school and principal in their endeavors. They have a budget to purchase resources to help promote educational goals and/or a positive school environment. Members also assist and offer input on the SIP. Members include school staff (instructional and education support employees), parents, students and business/community representatives.

The Dixie Education Foundation rallies our community together every year to support our graduating

seniors. Local businesses, large and small, plus individuals, donate their time and money to provide our graduating seniors with scholarships to further their education, whether they are going to college or to a technical school. In addition, we have a business, Blue Wolf, that supports our school by donating money to supplement programs that are geared to support our youth: Fellowship of Christian Athletes and the AVID program.

We also have local business that employ our youth with part-time after school jobs. Seniors may leave early for work-study employment programs. Several area businesses provide job placement and internship opportunities. Dixie County Emergency Management and the Dixie County Sheriff's Department allow shadowing opportunities.

Our community is wonderful in supporting our students.

We are fortunate to have several community partners: Rotary Club, Chamber of Commerce, and the Dixie County Education Foundation that support and encourage our students to excel in school; they also provide scholarships to deserving students.

We have an articulation agreement with Florida Gateway College for dual enrollment and UCF Jack Williams' campus also offers opportunities for our students to further their education. Big Bend Technical College also provides opportunities for our seniors to enroll in their programs in their senior year before graduating high school. Biotech Program is partnering with Santa Fe and UF.

FFA Alumni support our school chapter.

The local nursing home, Cross City Rehabilitation Center, allows our health academy students to interact with their patients, so that they can practice the skills they've learned in class. There is also an articulation agreement with Santa Fe College and Florida Gateway.