Dixie County High School

2022-23 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: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (55%) 2018-19: B (57%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 8-12	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	19%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
O'Neal, Joshua	Principal	*Ensuring that academic policies and curriculum are followed *Helping teachers maximize their teaching potential *Meeting and listening to concerns of students on a regular basis *Encouraging, guiding, and assisting student leaders and teachers *Meeting with parents and administrators on a regular basis for problem resolution *Make decisions to keep faculty, staff, students, and visitors physically safe on campus *Responding to disciplinary issues *Has knowledge of local policies, state, and federal laws relating to minors
Geiger, Gina	Assistant Principal	*Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal *Ensuring that academic policies and curriculum are followed *Helping teachers maximize their teaching potential *Meeting and listening to concerns of students on a regular basis *Encouraging, guiding, and assisting student leaders and teachers *Meeting with parents and administrators on a regular basis for problem resolution *Enforcing discipline when necessary *Assessing data such as state standards and test scores *Evaluating teachers and learning materials to determine areas where improvement is needed
Long, Eli	Assistant Principal	*Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal *Responding to disciplinary issues *Developing and maintaining school safety procedures *Supervising grounds and facilities maintenance *Relates to students with mutual respect while carrying out a positive and effective discipline policy *Make decisions to keep faculty, staff, students, and visitors physically safe on campus *Performs other related duties as needed
Whittington, Lindsey	Instructional Coach	*Facilitating professional learning communities *Working with teachers to implement evidence based strategies to improve student outcomes *Assessing data such as state standards and test scores *Facilitating the School Advisory Council meetings *Coordinating parent workshops and encourage parent involvement *Attends district meetings in support of professional learning *Provide support to the student body as needed

Name	Position Title	Job Duties and Responsibilities
Smith, Mari-Michael	Graduation Coach	Works with our "at risk" student population.
Chesser, Amalia	School Counselor	Guidance Duties for grades 9-12
Harden, Wendy	School Counselor	Guidance duties for grade 8 and mental health coordinator.

Demographic Information

Principal start date
Friday 7/1/2022, Josh O'neal

Number of teachers with a 2022 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 2022 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.*

5

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

715

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	178	154	155	137	91	715
Attendance below 90 percent	0	0	0	0	0	0	0	0	107	62	62	52	51	334
One or more suspensions	0	0	0	0	0	0	0	0	63	62	45	49	18	237
Course failure in ELA	0	0	0	0	0	0	0	0	35	56	69	74	27	261
Course failure in Math	0	0	0	0	0	0	0	0	45	44	46	41	15	191
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	55	36	38	51	22	202
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	49	28	0	0	0	77
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	55	36	38	51	22	202

Using the table above, complete the table below with the number of students by current grade level who have 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	38	30	30	32	16	146

Using current year data, complete the table below with the number of students identified as being "retained.":

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	10	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	10	3	9	1	3	26

Date this data was collected or last updated

Friday 10/14/2022

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	180	164	142	111	138	735
Attendance below 90 percent	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	
Course failure in ELA	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	
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	

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	

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

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	173	154	125	86	119	657
Attendance below 90 percent	0	0	0	0	0	0	0	0	96	79	66	61	81	383
One or more suspensions	0	0	0	0	0	0	0	0	60	51	31	16	19	177
Course failure in ELA	0	0	0	0	0	0	0	0	4	2	26	25	13	70
Course failure in Math	0	0	0	0	0	0	0	0	0	0	14	5	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	45	32	38	21	30	166
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	45	40	0	0	0	85
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	45	32	38	21	30	166

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	44	41	21	25	27	158

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%		51%				58%	58%	56%
ELA Learning Gains	42%						50%	50%	51%
ELA Lowest 25th Percentile	35%						44%	44%	42%
Math Achievement	44%		38%				44%	44%	51%
Math Learning Gains	54%						49%	49%	48%
Math Lowest 25th Percentile	63%						32%	32%	45%
Science Achievement	55%		40%				52%	52%	68%
Social Studies Achievement	71%		48%				76%	76%	73%

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	2022					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	55%	0%	67%	-12%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	77%	0%	70%	7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	54%	-11%	61%	-18%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	45%	0%	57%	-12%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	32	44	37	31	58	52	41	53		71	59
BLK	17	33		38	52		29				
HSP	43	50		33	61	60	47				
MUL	44	35		33	69		58				
WHT	45	43	30	46	53	64	57	69		83	67

2022 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 2020-21	C & C Accel 2020-21
FRL	40	39	36	40	54	63	48	76		83	56

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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
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	554
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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
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
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	56
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA learning gains of the lowest quartile is the lowest data point at DCHS at 35%, which shows a 15 point decline from the previous year.

2022 ELA Achievement level were 43% compared to 2021 at 42% with the State average at 52%.
2022 ELA Learning Gains were 42% compared to 2021 at 41% with the State average at 52%.
2022 ELA Bottom Quartile Gains were 35% compared to 2021 at 50% with the State average at 41%.

2022 Math Achievement were 44% compared to 2021 at 30%
2022 Math Learning Gains were 54% compared to 2021 at 21%
2022 Bottom Quartile Gains were 63% compared to 2021 at 9%

Declining Graduation rate and Acceleration
Graduation Rate 84% after 5-year average of 94%
College and Career Acceleration 62% after 5-year average of 66%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based upon the 2022 PM1 FAST for ELA Reading in grades 8, 9, and 10 overall, 45% are Level 1, 27% are Level 2, 17% are Level 3, 8% are Level 4, and 4% are Level 5.

Based upon the 2022 PM1 FAST for Math in Grade 8, 90% of students scored at a Level 1 and 10% scored at a Level 2. This is to be expected as the FAST assessment is assessing students based on the standards students should be able to master by the end of the school year.

Black/African American proficiency is at 34%, which is below the ESSA index threshold of 41% as well as the State average of 35%..

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

Teacher recruitment and retention challenges have been a persistent problem.
ELA transitioned to the BEST standards fully in the 21-22 school year. Continued professional development is needed for all ELA and Reading grade level teachers surrounding the implementation of the BEST standards and evidenced-based teaching strategies to increase rigor and student engagement in the classroom.
.

Teachers will target the bottom quartile students on their grade level and have quarterly data meetings for accountability. These students should be receiving either Tier 2 or both Tier 2 & Tier 3 instruction in order to improve student outcomes.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math gains showed the most significant improvement, both overall and for the bottom quartile. The bottom quartile showed an increase from 9% in the 2020-2021 to 63% during the 2021-2022 school year.

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

Contributing factors were an increased stability in instructional staff who were committed to teaching to the rigor of the standards and the adoption of a new math curriculum through a collaborative process.

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

Instructional coach position restored which will provide professional development in using evidence based strategies across the content area and in the ELA/Reading classrooms. The work of John Hattie will be considered and the use of highly effective instructional strategies.
Professional learning as provided by NEFEC in the areas of ELA, Science, Social Studies, and Math
Full implementation of the new curriculum
Mentorship of new teachers in content areas
Observance of progress monitoring data will be useful in determining students who have understanding and mastery of the standards at PM1 in September and PM2 in December.
Teachers will be challenged to bring enrichment activities to students who are ready for acceleration of learning in
various subject areas in the lesson plans.

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.

Professional development for curriculum and standards will be provided
Mentorship cycles for new teachers will include professional development, including the PDCP program
Staff will be trained through the CET program to mentor effectively
Professional Learning and Coaching from NEFEC
Professional development and modeling provided by the instructional coach.

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

Administration, Instructional coach, and mentors will use FAST data to identify trends more quickly and accurately than in previous years, due to the presence of new tools.
Mentorship will be a documented, mentor cycle based program for newer teachers.
The first Dixie High School Student Ambassador program was implemented this school year which consist of a group of 10 students (juniors/seniors). This group will facilitate and encourage student voice to be a part of the improvement of DCHS for this year and beyond, in many areas.
Participation in many NEFEC trainings will occur throughout the year, such as Rural Connect for ELA and Reading, B.E.S.T. standards training for Math, and a New Teacher Training. ESE supports are scheduled through the District Special education department such as Classroom Management Tier 1 training and Project 10: Indicators for Graduation Success.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to our current data, the FSA 2022 performance data for ELA learning gains for the bottom quartile decreased from the previous school year from 50% to 35%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The intended outcome of this improvement activity is to increase ELA bottom quartile learning gains from 35% to 41% which was the State average this year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	STAR Reading for intensive reading students and F.A.S.T. progress monitoring will be utilized to monitor ELA students. Write Score will be used to monitor writing proficiency and gains.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will be trained on the use of high yield teaching strategies to increase academic rigor in the classroom to promote student growth and achievement for all students, especially those in the lowest quartile. The DCHS instructional coach will provide assistance to reading and ELA teachers in planning and implementing rigorous unit plans with the new B.E.S.T. standards which began implementation last school year. Teachers and students will receive additional support in the classrooms with support facilitators.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Use of high-yield instructional strategies are proven methods that impact students. Extensive study in the past years has helped educators learn the best and most likely ways to impact student learning, and helped educators learn what typically has lower impact. Teaching at the required level of rigor is critical for high performance of state assessments. Extra support and monitoring will be provided for our Black/African American students to improve performance across all core content areas.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize NEFEC support facilitators to provide mini PD sessions,, modeling and walk through support on the use of high-yield instructional strategies and rigorous lesson planning.

Person Responsible	Joshua O'Neal (joshuaoneal@dixie.k12.fl.us)

Lesson planning support to assist in increasing academic rigor to promote student growth.

Person Responsible	Lindsey Whittington (lindseywhittington@dixie.k12.fl.us)

B.E.S.T. standards professional development will be used across grade levels.

Person Responsible	Lindsey Whittington (lindseywhittington@dixie.k12.fl.us)

Use of the instructional coach to bring evidence-based instructional methods to classrooms.

Person Responsible	Lindsey Whittington (lindseywhittington@dixie.k12.fl.us)

#2. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	AP courses were identified as a critical need based upon the 2022 AP exam results which were below the State average.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Based upon the 2022 AP exam pass rates listed below: English Language and Composition had a 20% pass rate compared to the State average of 54%. Psychology had a pass rate of 28.6% pass rate compared to the State average of 52.1%. Statistics had a pass rate of 0% compared to the State average of 48.9%. United States History had a pass rate of 19% compared to the State average of 43.4%. World History: Modern had a pass rate of 12.7% compared to the State average of 58.1%. The goal is to achieve an AP exam pass rate of 40% or higher.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Assistant Principal over Curriculum and Instruction will monitor that teachers are utilizing and assigning curriculum materials from the AP Classroom resources, which are what the students will be tested on. Assistant Principal and AP teachers will be more intentional in selecting students for participation in AP classes in the future.
Person responsible for monitoring outcome:	Gina Geiger (ginageiger@dixie.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Professional development was provided in October by AP College Board to ensure that teachers were knowledgeable and had access to the materials provided in the AP Classroom. This also allowed an opportunity for teachers to share their frustrations with College Board regarding some of the technical difficulties that they encounter when trying to access curriculum materials for students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Since Covid of 2020, the AP College Board website has been updated to include a lot more curriculum materials under the AP Classroom. Therefore the rationale was to ensure that all AP teachers were aware of this and were able to access these materials to improve student outcomes.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

AP College Board provided training in October to AP teachers.

Person Responsible	Gina Geiger (ginageiger@dixie.k12.fl.us)

After the PSAT is completed in the fall, the Assistant Principal will run the report under the AP Potential link to see which students will more than likely be successful in the various AP courses provided.

Person Responsible   Gina Geiger (ginageiger@dixie.k12.fl.us)

A parent letter will be sent home with students who are indicated on the report as "potential" AP students. The goal is to be more intentional and purposeful when selecting students to participate in AP classes.

Person Responsible   Lindsey Whittington (lindseywhittington@dixie.k12.fl.us)

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Emphasize the use of scaffolded instruction to meet the learning needs of targeted subgroup Black/African-American. Teachers will be trained on the use of high yield teaching strategies to increase academic rigor in the classroom to promote student growth and achievement for all students, with emphasis on the subgroup Black/African-Americans. The ESSA federal index of students under the Black/African-American group was at 34% which is below the 41% threshold required.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase ESSA subgroup federal index of Black/African Americans from 34% to 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students in this subgroup will be monitored through the FAST ELA and Math progress monitoring as well as Early Warning data which includes discipline, attendance, and grades/course failures.
Person responsible for monitoring outcome:	Gina Geiger (ginageiger@dixie.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Scaffolded instruction is the intentional support provided by a teacher for learners to carry out learning tasks with support. The intent is to provide a decreasing level of support until learners are empowered to perform independently.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for using scaffolding to address learning needs of targeted subgroup (Black/African-American) follows: according to the practice profiles for grades PK-12 Literacy Instruction provided by the FLDOE, scaffolded instruction is considered a best instructional practice assisting in closing the achievement gap for Florida's most vulnerable students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide professional development on the evidenced-based practice of scaffolding.

Person Responsible	Lindsey Whittington (lindseywhittington@dixie.k12.fl.us)

Teachers will plan lessons focusing on intentional scaffolding with the support of the literacy coach as needed.

Person Responsible	Lindsey Whittington (lindseywhittington@dixie.k12.fl.us)

Lesson plans and classroom instruction will be monitored for inclusion and implementation of scaffolding techniques, with a particular focus on targeted subgroups.

Person Responsible	Gina Geiger (ginageiger@dixie.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Dixie High School works hard to build relationships with families through our open door policy, and school events including Open House, athletic events, club-sponsored events, and individualized contact by teachers, guidance counselors, and administrators.

Each student's academic progress is carefully monitored, and parents are notified by teachers, guidance counselors, and/or administrators if a problem arises. In addition, students receive progress reports at the midway point of each grading period and at the end of each grading period. Parents may also register for real time online access to their child's school information through Skyward including: grades, attendance, schedule, test scores, and graduation requirements.

DCHS established a Students Ambassadors' club this year that consist of 10 students that are either a junior or senior. This group meets at least quarterly to discuss the needs of the school and share ideas on how to improve school culture.

The mission of Dixie High School is to educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

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

Administration - provide a quality, standards based education to our students and a positive, safe, equitable learning environment. Provide support to our teachers and serve as a liaison between the school and the community. Ensure equity for all students.

Instructional Coach & Graduation Coach - provide support for teachers and students through

lesson planning, professional development, monitoring and capacity building, small group instruction, and providing additional support for our students with disabilities.

Teachers - provide a quality, standards based education to our students and a positive, safe, equitable learning environment.

Guidance Counselors - provide support and guidance to any student in need or crisis. Schedule parent teacher conferences. Monitor & update 504 plans.

Families - attend scheduled parent trainings and conferences. Support students at home with schoolwork.

Community - actively attend and support the school through SAC meetings and campus activities.