Dixie County High School

2023-24

Schoolwide Improvement Plan (SIP)

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Dixie County High School

17924 SE HWY 19, Cross City, FL 32628

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, productive, 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Ellison, Shannon	Teacher, K-12	Shannon is our advanced placement history teacher and a longtime veteran teacher at DCHS. She is co-chair of history department and a mentor to many teachers.
Beck, Nelena	Teacher, K-12	Nelena teaches 9th grade physical science, is the department chair for science, and 9th grade level team leader.
Boorum, Theodore	Teacher, K-12	Ted Boorum is the senior American Government/Economics teacher as well as the lead PDCP mentor teacher and a co-chair for the history department. He is an integral part of the 12th grade team and assists with many other schoolwide initiatives.
Whittington, Lindsey	Assistant Principal	Lindsey Whittington is the assistant principal of curriculum and instruction. She works with teachers to make sure their lesson plans adhere to state standards and conducts walkthroughs as well. She works with departments, grade level teams, and the instructional coach to make sure that the SIP goals are being implemented and that the school is moving forward academically.
Long, Eli	Assistant Principal	Eli Long is the assistant principal of discipline, safety and supervision. He works to help minimize behavior disruption in the classroom so that instructional time may be preserved.
Norton, Robyn	Other	Robyn Norton is both testing coordinator and in charge of 504s. She is vital in ensuring that students are meeting their graduation requirements for standardized testing.
Skelly, Krashelle	Instructional Coach	*Reviews and interprets data *Assists teachers in curriculum development *Facilitates professional learning communities *Works with teachers to implement evidence based strategies to improve instruction and student outcomes
Smith, Mari-Michael	Graduation Coach	Works with our "at risk" student population and guides them into completing the requirements for them to graduate.
Evans, Candy	Teacher, K-12	*Teacher grades 8, 9, and 10 Great Books Honors reading *Teacher of DCHS Teaching Academy *ELA department chair *SAC co-chair *Leadership team
Driggers, Jennifer	Teacher, Career/ Technical	*Health Science instructor *HOSA advisor

Name	Position Title	Job Duties and Responsibilities
		*HOSA host for regional conference: organizes and coordinates the regional HOSA conference
O'Neal, Joshua	Principal	*Ensures that academic policies and curriculum are followed *Helps teachers maximize their teaching potential *Meets and listens to concerns of students, parents, staff, and teachers on a regular basis *Makes decisions to keep faculty, staff, students, and visitors safe while on campus *Addresses disciplinary issues *Has knowledge of local policies, state and federal laws relating to minors
Burke, Michele	Other	Coordinate CTE programs; Environmental Science teacher; chromebook support; Dixie Education Foundation; Chamber of Commerce
Cassidy, Robin	Teacher, K-12	*Intensive reading teacher, grades 9-10 *School Advisory Council, co-chairman *Leadership team *10th grade level chair
Brady, Lauren	Teacher, Career/ Technical	Lauren is one of our business CTE teachers on campus. She is also our Resiliency chair for the high school, and she is the FBLA sponsor.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Dixie County High School's School Advisory Council is comprised of 5 staff members: 4 teachers, the principal, and an ESP; 2 students; 2 parents; 2 community members and 2 business partners. The staff members were nominated and voted on at the September 13th faculty meeting; the remaining members were nominated and agreed to serve. The SIP was developed at the first SAC meeting on September 25th, 2023, with all the stakeholders present. After reviewing our school data from the 2022-2023 school year, the team discussed ways that they could work towards improving the performance of our school's low-performing subgroup, Black or African-American students, and ways to create a positive school culture and environment for all students. The SAC will review the SIP at their next meeting on Monday, October 16th, 2023 and correct as needed.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored by the SAC for effective implementation and impact on increasing the achievement of all students, by meeting bi-monthly, to review and discuss students' achievement on F.A.S.T. progress monitoring assessments. The instructional coach analyzes data from the F.A.S.T. PMs; provides each teacher with a copy of his/her class data, and also identifies standards and benchmarks that need to be addressed in order to increase student achievement. Teachers meet weekly with their grade level and departments to review the data, chart, and discuss progress. Strategies and resources are shared to implement in improving instruction and student learning. The school will revise the plan in response to data. The instructional coach, Krashelle Skelly, will review the data and provide teachers with a list of students who are not meeting the benchmarks in their specific subject. In addition, she will provide teachers with progress monitoring activities that address each individual student's needs.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	19%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	54	54
One or more suspensions	0	0	0	0	0	0	0	0	39	39
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	2	2
Course failure in Math	0	0	0	0	0	0	0	0	1	1
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	52	52
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	31	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	55	55

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	28	28

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	107	334
One or more suspensions	0	0	0	0	0	0	0	0	63	237
Course failure in ELA	0	0	0	0	0	0	0	0	35	261
Course failure in Math	0	0	0	0	0	0	0	0	45	191
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	55	202
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	49	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	55	202

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	38	146

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	10	10
Students retained two or more times	0	0	0	0	0	0	0	0	10	26

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	107	107
One or more suspensions	0	0	0	0	0	0	0	0	63	63
Course failure in ELA	0	0	0	0	0	0	0	0	35	35
Course failure in Math	0	0	0	0	0	0	0	0	45	45
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	55	55
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	49	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	55	55

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	38	38

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47		50	43		51	42		
ELA Learning Gains				42			41		
ELA Lowest 25th Percentile				35			50		
Math Achievement*	39		38	44		38	30		
Math Learning Gains				54			21		
Math Lowest 25th Percentile				63			9		
Science Achievement*	44		64	55		40	62		
Social Studies Achievement*	48		66	71		48	75		
Middle School Acceleration						44			
Graduation Rate	84		89	85		61	90		
College and Career Acceleration	59		65	62		67	58		
ELP Progress			45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	321
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	84

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	85

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL				
AMI				
ASN				
BLK	36	Yes	2	
HSP	32	Yes	1	
MUL	42			
PAC				
WHT	56			
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL				
AMI				
ASN				
BLK	34	Yes	1	
HSP	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	48			
PAC				
WHT	56			
FRL	54			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			39			44	48		84	59	
SWD	40			14			32	26		22	6	
ELL												
AMI												
ASN												
BLK	37			24			16			20	5	
HSP	48			34			29	18			4	
MUL	47			42			36				3	
PAC												
WHT	48			41			49	53		63	6	
FRL	46			36			38	36		45	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	43	42	35	44	54	63	55	71		85	62	
SWD	32	44	37	31	58	52	41	53		71	59	
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	17	33		38	52		29					
HSP	43	50		33	61	60	47					
MUL	44	35		33	69		58					
PAC												
WHT	45	43	30	46	53	64	57	69		83	67	
FRL	40	39	36	40	54	63	48	76		83	56	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	42	41	50	30	21	9	62	75		90	58	
SWD	23	25	18	18	19	5	29	46		92	36	
ELL												
AMI												
ASN												
BLK	18	45		0	9					83	50	
HSP	36	45		18	9							
MUL												
PAC												
WHT	44	42	50	32	23	9	66	74		89	59	
FRL	35	39	45	25	20	8	62	64		89	63	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	50%	50%	0%	50%	0%
08	2023 - Spring	38%	38%	0%	47%	-9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2023 - Spring	50%	50%	0%	48%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	51%	-19%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	38%	38%	0%	44%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	41%	0%	50%	-9%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	47%	0%	48%	-1%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	49%	-1%	63%	-15%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	46%	0%	63%	-17%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Eighth grade math data showed the lowest performance (32% as compared to the state 55%). The factors that contributed to their low performance were attendance and behavioral issues. The group as a whole was low across all three tested areas: science, reading, and math.

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

The greatest decline was in U.S. History. In 2021-2022, 71.5% were proficient. In 2022-2023, scores dropped to 46% proficiency, which was a decline of 25.5%. The factor that contributed to this decline was 58/111, 52%, students missed more than 10% of school.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Eighth grade math pre-algebra was 32%, 23% below state average for proficiency, as compared to the state's 55% proficiency. The factors that contributed to this decline were: 41% missed more than 10 % of the school year and 29% had one or more suspensions.

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

The ninth grade as compared to their eighth grade ELA scores increased from 37% proficiency to 50%, an increase of 13%! The ninth grade average was 3% above the state's average. Teaches were trained in implementing the BEST standards. They attended a summer workshop on curriculum mapping. NEFEC visited the school and provided ELA support to teachers that needed it. The Write Score program was purchased and implemented in the ELA classes. PDCP mentoring program provided support to new teachers. Students who were at risk were mentored by various administrators and support staff. Parents of every student in jeopardy of not making progress received a letter inviting them to set up a parent-teacher conference to address areas of concern.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern that are identified are achievement on the state assessments and attendance.

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

Our highest priorities for school improvement for this year are:
1. attendance
2. attitude
3. achievement.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

DCHS has been identified as needing Additional Targeted Support and Improvement (ATSI). This was due to our Federal Index below 41% in the ESSA subgroup of Black/African-American, which was 34%. The first area that will be addressed in order to improve performance will be school culture and environment.

Goal #1: Improving Stakeholder Communication
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. Additionally, the School Advisory Committee is comprised of two business leaders, two community leaders, two parents, and two students in addition to several staff members.

Goal #2: Promoting Academic Ownership
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.

Goal #3: Identification of Student Needs
School grade and graduation rate has been a large focus in improving school culture. Several career and technical programs have been expanded to provide more opportunities for students to accelerate and gain experience in career pathways prior to graduation. This year a new teacher program has been added, the CTE coordinator position has been released to a full time person, and a new Environmental science program has been added that provides hands on activities for students. Students can gain multiple certifications through our many vocational programs. At risk students are all being given mentors and there are frequent data chats with students who have been identified as needing more support.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To increase graduation rate from 82%-85%.
Improve attendance of students who miss 10% or more by 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Attendance reports, meetings with students who have attendance failure and given options for reinstatement, frequent opportunities for students to test for their graduation requirements, incentives and rewards provided every nine weeks, data chats.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBIS will be used to improve school culture by rewarding students who have good attendance and not too many discipline referrals.

Drawings every 9 weeks for 3.0+ GPA
Athletic Pass for good behavior
Move a level pizza party for students who moved a level on last year's FAST and Reading
AR reward trip for top readers earning 120 AR points with 80% accuracy
Skip to the front of the line pass for attendance reward twice a 9 weeks
Semester rewards such as free ice cream, drawing for students to go to lunch, and end of 9 weeks celebration for EVERYONE

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

PBIS and rewarding students for doing the right thing has been proven to incentivize students to come to school and to not get referrals. The extra celebrations will also promote a more positive atmosphere because students will be looking forward to coming to school and being able to participate. Students stated that they love getting acknowledged for their grades and successes by receiving certificates and prizes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

School Advisory Council will meet and solidify the budget for the incentives. The faculty will be notified of the areas of focus and will be charged with identifying students for PBIS rewards. Lists will be pulled of last year's student performance and this year's attendance and grade reports in order to adequately determine which students will be rewarded.

Pictures will be taken of all bulletin boards and they will be added to the school marquee so students can stay more informed. The lunchroom will start broadcasting events daily and students are now sharing announcements in the morning daily.
Student government has been hosting many school spirit days such as anything but a backpack, dress up days, and a spooky pep rally in order to get students more involved.

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

By When: Quarterly.

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

DCHS has been identified as needing Additional Targeted Support and Improvement (ATSI). This was due to our Federal Index below 41% in the ESSA subgroup of Black/African-American, which was 34%. Teachers will be trained on the use of high engagement tier 1 strategies that adhere to the ELA Expectations and Mathematical Thinking and Reasoning Standards. The strategies will also be focused on the Literacy Practice Profiles: explicit instruction, systematic instruction, scaffolded instruction, corrective feedback and differentiated instruction. DCHS has received extensive training with NEFEC on these profiles and is in the process of a multi-year implementation for every staff member to be thoroughly trained.

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:

Krashelle Skelly (krashelleskelly@dixie.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 evidence-based practice of scaffolding along with continued training on the other literacy practice profiles of explicit instruction, differentiated instruction, systematic instruction, and specific feedback.

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

By When: The literacy practice profile rollout is happening throughout the school year. It started last school year and it is a multi year rollout.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our SAC is focused on improving students motivation to attend school and have a positive attitude towards school and learning in general. We are encouraging attendance, attitude, and achievement. With these three targeted areas as our focus, we are striving to create a positive school culture, one where students are actually happy to come to school. School should not be all work and no play; students need a balance. In addition to offering school athletics and clubs, SAC is targeting the entire student body, by having incentives and rewards for all students. These are the incentives and rewards SAC plans on supporting and funding this school year:
*At the end of every term, T1, T2, and T3, there will be a celebration in the courtyard during both lunches where all students are treated to popcorn, cotton candy, and sno cones.
*Drawings will be held at the end of every term for students who have a GPA of 3.0 or higher, with not exceeding the allowed absences, and no referrals. Names will be drawn for five students per grade level, 8-12th, for T-shirts, sweatshirts, hats, etc.
*In addition, five names per grade level will be drawn for a free athletic pass for all home games for the year.
*Twenty skip to the front of the lunch line passes will be drawn for students, grades 8-12, who had good attendance for the nine weeks.
*Free ice cream passes will be handed out by the assistant principal for students who are caught doing something nice.
*Positive Bear Caught postcards will be mailed out from teachers who want to acknowledge students for a range of things: showing progress in class; helping a teacher or friend; achieving a goal, whether it's academic or attendance based. Students do not ask for these, nor are they aware they are receiving one until they get it in the mail!
*Scholar-athlete pins, for student athletes who participate in one or more school sport and maintain a 3.0 GPA or higher (3.0=silver star; 3.5=gold star; 4.0=scholar bar and bear pin. These are to be worn on their letterman jackets.
*Students who participate in band, cheerleading, High Q with 3.0 GPAs or higher will receive a certificate and a medal.
*Reading students who read 1,000,000 words or 120 AR points with 80% accuracy will go on an end of the year field trip for lunch and a movie.
*School-wide Field Day for all students in the spring.
* Semester 1, drawing for 5 students per grade level to be taken to lunch; 3.0 GPA or higher, no absences, or referrals.
*Move a level on end-of-the-year state assessment from the previous year, pizza party for students in grades 9-11.
*End of school year celebration and recognition for each subject area, grades 8-12, medals and certificates of achievement and perfect attendance.
*Progress monitoring, candy and soda, for reading classes who achieve a score of 75% accuracy or higher on timed practice assessments.
SAC will cover the expense for all these incentives and awards.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP plan is accessible through our school and district website: www.dixiek12schools.com and the DCHS web page page. All SAC meetings are posted a week in advance on the district's website and Facebook page, inviting and encouraging all interested community members and stakeholders to attend. Our school's leadership meeting reviews the SIP and the entire faculty is supportive of the mission to improve: attendance, attitude, and achievement. Teachers meet biweekly in their department to review, discuss, and plan for targeted instruction to help students achieve high standards. Teachers meet quarterly with their grade level to plan and implement cross curricular instruction when possible. Faculty meetings are held once a month to stay abreast and focused on targeted areas.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We have open house before the start of the new school year, to welcome students and parents, so they can meet their teachers and learn the layout of the school. Eighth graders have their own night, where they can tour the school and learn about the programs that are offered, school expectations and rules. We have Parent/Teacher night once a semester. Parents are notified by letter at the end of every term if their child is in jeopardy of failing one or more classes and are encouraged to contact their child's teacher(s) so that they can work out a plan, along with their child, to improve. At risk reports are run, students are identified and the assistant principal/instructional meet with the student.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans on strengthening the academic program by utilizing NEFEC teacher trainings, teacher observations with feedback, attending curriculum adoption events, department and grade level meetings, and trainings on SMART boards, technology, and new programs: Nearpod, IXL, and Great Books.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our school works on identifying students who are considered homeless and we refer them to the McKinney-Vento program where they can receive assistance. Teen Court is going to be reinstated this

year, where students who repeatedly cause disturbances in classrooms and on campus will participate in a trial by their peers, whereby punishment is assigned by a jury of their peers. Our CTE department has several programs that students can get industry certified in. CSI and TSI activities are coordinated by our instructional leader, who analyzes student data, assigns activities that target each individual student's area of weakness in math and reading, and continues to chart their progress in achieving the benchmark for the skill(s).

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

When a student at Dixie County High School is in need of counseling, there are several options depending on the student's needs. All students have access to two school counselors throughout the school day. If after meeting with the school counselor, there is still a greater need, the counselor can refer the student to an outside agency that the school district is contracted with. There are two organizations that we are currently contracted with Meridian Behavioral Healthcare and an online counseling program, Gaggle. Dixie County High School also mentors at-risk 11th and 12th graders who meet certain criteria such as GPA, insufficient grades, and attendance issues. Dixie County High School also participates in the Take Stock in Children program where faculty and staff that sign-up are paired with a mentee that they meet with throughout the school year. Students with disabilities also receive quarterly consultation services to address academic needs and to provide support.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

DCHS offers a number of CTE programs that provide students with skills to prepare them for a variety of industry workforce opportunities. These programs include Welding Technologies, Animal Science and Services, Criminal Justice Operations, Hospitality and Tourism, Nursing Assistant, Allied Health Assisting, Technical Design (CAD), Applied Information Technology, Business Management and Analysis, and Principles of Teaching. Students have 2 ways to earn postsecondary credit, through either dual-enrollment agreements with Big Bend Technical College or credit earned from articulation agreements from industry certifications earned in CTE courses.

DCHS also partners with Florida Gateway College to allow students to work on postsecondary credits while still in high school through dual-enrollment. Students enrolled are also able to take a computer-lab class on campus at DCHS in which they are able to work on their postsecondary credits.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Dixie County High School utilizes a Discipline Matrix which provides tiered disciplinary actions for the most common behavioral infractions. These disciplinary actions begin with counseling, parent conferences, office detention, etc. for first-time, minor offenses and gradually increase to include actions such as lunch detention, in-school suspension, out-of-school suspension, etc. All staff members are informed of our students with disabilities and work proactively to meet student needs in the classroom and utilize positive intervention strategies to mitigate distracting behaviors.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers have many professional learning opportunities. The reading endorsement classes are offered by a certified trainer on staff. Classroom management trainings are periodically offered for those who are new and new to the profession. NEFEC also offers many trainings and workshops that teachers may attend such as ESOL classes, the Literacy Practice Profiles, ELA Expectations, Mathematical Reasoning Standards, and mentorship for coaches and principals. The district regularly hosts literacy meetings and the school uses planning time for department meetings as well as the schoolwide professional development days to train teachers on new strategies such as Shared Inquiry from Great Books Foundation, Nearpod, Smart Boards, and how to differentiate in the classroom for students who need accommodations. Teachers meet twice a month for department level and grade level meetings. They work together to look at data, plan lessons, and create cross curricular lessons and build and support interdisciplinary lessons that strengthen student concepts and learning.

The instructional coach has created a sheet for data tracking of student test scores. These are used to have frequent data chats with students and for the staff to examine in order to create their individual goals for each student and grade level.

DCHS uses many avenues in order to recruit and retain high quality staff. One new method is the creation of a grass roots "Grow Your Own" teacher program that was launched fall of 2023. This program will be a multi-year implementation but will provide students with the opportunity for students to intern in classrooms and also to get some of their educator certification tests taken and passed by the time they graduate high school. Additionally, Dixie District Schools works with outside agencies to internationally recruit highly qualified teachers in high need subjects. We currently have three teachers on staff who are from India and who have been recruited for English, Math, and Science.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A