

# Dixie County High School

8-Step problem solving step zero school students strategic goals college and career needs assessment resources effective leadership strategies ambitious supportive environment improvement increased achievement and mission vision public and collaborative teaching family and community involvement planning building relationships



2014-15 School Improvement Plan

## Dixie County High School

16077 NE 19HWY BLDG, Cross City, FL 32628

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

### School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	100%
Alternative/ESE Center	Charter School	Minority
No	No	16%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	B

### School Board Approval

This plan was approved by the Dixie County School Board on 10/14/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		

**Dixie - 0021 - Dixie County High School - 2014-15 SIP**  
*Dixie County High School*

**Dixie - 0021 - Dixie County High School - 2014-15 SIP**  
*Dixie County High School*

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Dixie County High School will provide academically challenging 21st century instruction, including programs that allow each student the opportunity to acquire the necessary skills to achieve scholastically, socially, physically and creatively within a safe school environment.

##### Provide the school's vision statement

The vision of Dixie County High School is to instill in all students a passion for lifelong learning through rigorous and relevant curriculum that allows all students to become productive citizens in the 21st century.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Dixie County High School initiated a program, the Principal's 200 Club, for the 2014-2015 school year. This program allows teachers to recognize students who portray the school's standards for excellence in the classroom, in academics and in discipline. When chosen, students are rewarded for their performance. The guidance department provides teachers with student information that counselors deem necessary to strengthen teacher-student relationships and promote student success in the classroom. Teachers serve as advisers to clubs and coaches; many teachers attend events in which their students participate.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Dixie County High School has an extensive emergency plan that covers various situations that could occur on campus. Teachers are trained on the emergency procedures, and regular drills are conducted to ensure that teachers, staff and students are versed on the plan and the procedures. The school has a supervision team who are responsible for patrolling the campus before, during and after school. The team members have specific areas assigned to them during the day to ensure the safety of the students. The team members are equipped with radios and four members use golf carts to patrol the campus. The school has a full-time resource officer to assist in the safety of the students.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

In each classroom a poster of the school's rules for behavior is displayed on the wall. This provides the students with the consistent awareness of the school's expectations in proper behavior while attending school. Behavioral expectations are clearly defined in the student handbook as well as consequences for failing to meet those expectations. For 2014-2015, the school has initiated Prime Time Suspension for students who fail to complete assignments and who misbehave during class. This plan is intended to minimize student absences from class due to disciplinary reasons by

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Dixie County High School sponsors a Take Stock in Children program that provides guidance to students in their school performance. The guidance department counsels students in planning their academic schedules, in reviewing their credits and in directing students in possible options after high school graduation. The school has a resource teacher who monitors the progress of students who are diagnosed with behavioral, emotional and learning challenges.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Grade-level teams meet once a month to review students in areas of attendance, grades and behavior. Targeted students are noted during the meetings, and these students are referred to the guidance department. Students who score Level 1 are provided with remediation, whether in reading or in math. The guidance department reviews the progress of the students and notes those who display signs of difficulty.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	26	38	44	33	141
One or more suspensions	20	6	12	5	43
Course failure in ELA or Math	39	23	35	0	97
Level 1 on statewide assessment	21	18	21	0	60

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level			Total
	9	10	11	
Students exhibiting two or more indicators	14	13	20	47

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Students are provided intensive reading classes to strengthen their skills. The school employs paraprofessionals who conduct individual and small group instruction to assist students in difficulties they may have. The school initiated a "Prime Time Suspension Program" to address behavioral and poor classroom performance issues. The guidance department provides mentoring for students with academic and behavioral challenges. Grade-level teams work with the administration and the guidance department to identify students who have academic and behavioral concerns.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

The Dixie County High School mission and vision are noted on the school's website as well as all school publications. The school has adopted the Skyward program for posting grades and attendance. Through this program parents are able to view their child's progress on a daily basis. The guidance department hosts parent/student grade-level meetings to discuss schedules, graduation requirements and other academic information necessary to ensure success in the academic process.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The Community and Student Engagement (CASE) program is a partnership between the school and local businesses to provide opportunities for students to gain real-world experience by offering tasks for students to complete. The school has an executive internship program whereby students can hold jobs and also complete their academic work. The Rotary Club offers many opportunities for students to interact and to receive scholarships.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Evans, Jerry Wayne	Principal
Ellison, Shannon	Teacher, K-12
Hodge, Deborah	Teacher, K-12
Joslin, Dale	Teacher, K-12
Petrone, Carol	Teacher, K-12
Smith, Mari-Michael	Instructional Coach
Beck, Nelena	Teacher, K-12

**Duties**

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

Each grade level and subject area are represented on the team. The team members are responsible for reporting and implementing strategies the leadership team deems necessary to address student

needs. The principal, who is a member of the leadership team, is also a member of the school advisory council thus providing input to the school improvement plan.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Leadership Team meets weekly to discuss strategies and student needs. The reading coach serves as facilitator for the team with the principal as a resource person. The reading coach will work with academic teachers to identify the students for the program and screen those students when needed. The team works cooperatively to determine strategies and instructional practices to address the students' needs and then determine the best assessment for the students. The teachers meet with students either in a small group setting or on an individual basis. The team works collaboratively to determine the best progress monitoring system.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Mike Cassidy	Business/Community
Karen VanAernam	Parent
Katrina VanAernam	Parent
Melody Rollison	Business/Community
Jeff Cary	Business/Community
Cathy Capo	Teacher
Donna Goodson-King	Teacher
Jerry W. Evans	Principal
Deborah Hodge	Teacher
Shelbi McCall	Student
Judson Dey	Student

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

SAC members discussed the school improvement plan, asked questions of the content and made suggestions.

*Development of this school improvement plan*

SAC reviews the school's SIP and discusses its content during the meeting. At this time SAC members make suggestions/revisions as they deem necessary.

*Preparation of the school's annual budget and plan*

SAC addresses its budget and determines the areas of financial support that will best serve the school and its goals. SAC welcomes faculty and students to attend meetings with proposals for financial support.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The projected use of school improvement funds is as follows:

Academic Awards Banquet: \$2,000.00

Principal's 200 Club: \$500.00

Recognition of Student Achievement: \$2,000.00

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Smith, Mari-Michael	Instructional Coach
Davis, Toma Sue	Teacher, K-12
Beck, Nelena	Teacher, K-12
Ellison, Shannon	Teacher, K-12
Goodson-King, Donna	Teacher, K-12
Whittington, Lindsey	Instructional Media

#### Duties

***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT for the 2014-2015 academic year are as follows:

1. to increase the percentage of growth for the students in the bottom quartile to 60%.
2. to increase the percentage of students who are considered high performing to 60%.
3. to develop a vertical articulation plan per grade level.
4. to assist in the curriculum mapping initiative through professional development opportunities in data assessment and reading and writing activities across the curriculum.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

***Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction***

All departments have a common planning period and meet weekly to discuss curriculum, methodology, best practices in instruction, student expectations and student progress. Grade-level teams meet monthly to review, revise and plan curriculum and student expectations as well as monitor student progress. Teachers new to the school have mentors to assist them in acclimating to the school culture.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Teach in Florida web site

Teacherteacher.com

NEFEC Recruiting Day

College Recruiting Day

Global Teacher Research and Resources Organization

The principal is the person responsible for hiring.

The mentoring committee is responsible for assisting the administration in retaining high qualified personnel. The mentor committee chair orchestrates the activities.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The mentoring committee supervises the mentoring program. The committee is comprised of a chairman and mentors of the teachers new to the school. The committee meets regularly with the mentors and the new teachers to discuss needs/suggestions/concerns of those teachers new to the school. The mentors work with their respective teachers in acclimating the new teachers to classroom management, planning, school procedures and professional goals. Teachers new to the school participate in workshops to assist them in planning and classroom management. In-house professional development programs specifically targeting teachers new to the school are offered. Mentors are selected based on experience, performance in the classroom and subject area. The mentoring committee meets throughout the year. Mentors meet with their respective teachers on a weekly basis.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

The process in selecting textbooks includes ensuring alignment with Florida standards. Teachers have participated in professional development opportunities for Florida standards. In-house training has been conducted that focuses on the Florida standards. Florida standards are noted in all lesson plans thus showing the alignment in the classroom activities and course of study. The administration conducts classroom observations that enables them to gain a perspective of teacher alignment to the Florida standards. The district is undertaking a vertical alignment initiative that focuses on the Florida standards and a seamless curriculum for the students.

#### Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Student data and student needs are discussed in department and in grade-level team meetings. The reading coach works with academic teachers to identify the students who have learning needs.

Strategies and instructional practices are determined to address the student needs as well as suitable assessments for monitoring progress. Paraprofessionals, working with the reading coach and the teachers, meet students individually or in small groups to strengthen their skills and monitor their progress. The school utilizes DiscoveryED to address the data. Student logs are also used to monitor progress and target challenging areas and improvement areas.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy: Extended School Day**

**Minutes added to school year: 0**

The research-based strategies the school uses are close readings, teachers providing extended time before and after school on a needs basis, the Comprehensive Instructional Sequence (CIS), text/evidence-based writing, College Board sanctioned strategies, Socratic seminars and the Accelerated Reader Program (AR).

**Strategy Rationale**

The school uses a variety of research-based strategies to meet the needs of the students.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Smith, Mari-Michael, marimichaelsmith@dixie.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The data is collected and analyzed through class observations, department meetings and grade-level meetings.

## Student Transition and Readiness

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Communication between the middle school and the high school has increased with the inclusion of a higher level English and math offered in the middle school. The district vertical alignment initiative will provide consistency in expectations and a greater understanding of the rigor in course study as they progress in their education. The guidance department hosts grade-level meetings that include parents and students to assist in year-to-year transition with course scheduling and grade-level expectations. This meeting also enables students to review their transcripts for future planning. The school is considering a stronger plan to track graduates, post graduation.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

The guidance department hosts grade level meetings during the summer when parents and students can plan course selection each year. Guidance counselors work with the parents and students in directing the students' focus on their future endeavors. Guidance counselors also work individually with students and parents to address any needs/concerns they may have. Juniors and seniors attend college night to assist in their college planning. CTE courses are offered to students whereby students can acquire industrial certifications. Students experience college rigor through advanced placement and dual enrollment courses.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

The school's curriculum includes real-world tasks for students to complete. Each grade level English and history courses require research projects. Cross-curricular opportunities exist whereby students are able to strengthen their skills using technology. The English department is using Edmodo for course information, assignments, reference materials and supplemental materials. The curriculum includes multiple CTE, advanced placement and dual enrollment courses.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

The school carefully monitors assessment data to structure the instructional process with regard to FCAT 2.0 results. Several types of assessments are used to do so including DiscoveryEd, Skyward and FAIR. The school's curriculum offers six advanced placement courses with an increase in student enrollment and pass rate each year. The school offers numerous dual enrollment courses, including math. The guidance department works with the instructional staff for placement in college-level courses. The guidance department also works with students in planning their course schedule for each year. Student increase in taking ACT and SAT college entrance exams has occurred based on the work of the guidance department and the instructional staff.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

The school is focused on increasing the rigor in its academic offerings to promote higher order thinking and independent learning. Included in the curriculum are advanced placement and dual enrollment courses. Advanced Placement course offerings have increased each year in the last four years. The school also offers college preparatory classes and ACT preparation.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase meaningful, academic writing in all subject areas.
- G2.** To increase the percentage of growth in reading for the students in the bottom quartile to 60%.
- G3.** To increase the percentage of students who are considered high performing in reading to 60%.
- G4.** Increase the percentage of students successfully completing the EOCs at level three or above by 5%

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** To increase meaningful, academic writing in all subject areas. **1a**

 G047296

**Targets Supported** **1b**

Indicator	Annual Target
FAA Writing Proficiency	55.0

**Resources Available to Support the Goal** **2**

- Curriculum mapping promotes cross-curricular conversations that include the integration of writing at every grade level in every subject. The vertical alignment initiative will promote quality, academic writing at every grade level.

**Targeted Barriers to Achieving the Goal** **3**

- Writing across the curriculum has been a challenge.

**Plan to Monitor Progress Toward G1.** **8**

Collins Writing Folders, Student work

**Person Responsible**

Jerry Wayne Evans

**Schedule**

On 6/4/2015

***Evidence of Completion***

Teachers will use the Collins writing folders to monitor quality writing experiences. Lesson plans will also reflect quality writing activities.

**G2.** To increase the percentage of growth in reading for the students in the bottom quartile to 60%. 1a

**Targets Supported** 1b

G047297

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	60.0

**Resources Available to Support the Goal** 2

- DiscoveryEd, ACT, Florida Assessment, Accelerated Reader, complex text in all subject areas through textbooks and supplemental novels and articles

**Targeted Barriers to Achieving the Goal** 3

- Absenteeism and lack of motivation have been consistent barriers in this area.

**Plan to Monitor Progress Toward G2.** 8

DiscoveryEd, Florida Assessment, ACT

**Person Responsible**

Jerry Wayne Evans

**Schedule**

On 5/15/2015

**Evidence of Completion**

Data from above sources will be reviewed in grade-level team and department meetings.

**G3.** To increase the percentage of students who are considered high performing in reading to 60%. 1a

**Targets Supported** 1b

G047298

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	60.0

**Resources Available to Support the Goal** 2

- DiscoveryEd, Student logs, ACT, Florida Assessment, Accelerated Reader, complex text in all subject areas through textbooks and supplemental articles and novels

**Targeted Barriers to Achieving the Goal** 3

**Plan to Monitor Progress Toward G3.** 8

DiscoveryEd, ACT, Florida Assessment, AP exams

**Person Responsible**

Mari-Michael Smith

**Schedule**

On 5/15/2015

**Evidence of Completion**

Data from the above sources will be reviewed in grade-level team and department meetings.

**G4.** Increase the percentage of students successfully completing the EOCs at level three or above by 5%

1a



**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	5.0

**Resources Available to Support the Goal** 2

- Study Island, DiscoveryEd, Subject-area textbook

**Targeted Barriers to Achieving the Goal** 3

- The students are inadequately prepared for independent, higher-order thinking that is required by Florida Standards.

**Plan to Monitor Progress Toward G4.** 8

Department members will review curricular assessment data to monitor the progress of their students. Department members will also review the previous year's results of the EOCS to make curricular adjustments.

**Person Responsible**

Jerry Wayne Evans

**Schedule**

On 6/4/2015

**Evidence of Completion**

Results from the EOCs and the curricular assessments will be used to monitor student progress.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step     **S123456** = Quick Key

**G1.** To increase meaningful, academic writing in all subject areas. **1**

 **G047296**

**G1.B1** Writing across the curriculum has been a challenge. **2**

 **B117775**

**G1.B1.S1** Collins Writing training for all teachers **4**

 **S129528**

#### Strategy Rationale

The Collins writing program is research-based and provides various types of writing to meet high academic standards.

#### Action Step 1 **5**

Collins Writing training

#### Person Responsible

Jerry Wayne Evans

#### Schedule

On 7/16/2015

#### Evidence of Completion

Implementation of Collins writing in all subject areas

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

G4. Increase the percentage of students successfully completing the EOCs at level three or above by 5% 1

 G047299

**G4.B1** The students are inadequately prepared for independent, higher-order thinking that is required by Florida Standards. 2

 B117778

**G4.B1.S1** The math department needs to adopt new textbooks. 4

 S129530

### Strategy Rationale

#### Action Step 1 5

The math department adopted new textbooks that are aligned with Florida Standards. The science department has aligned its curriculum and increased writing activities and complex text reading in the science courses. Both math and science have added advanced placement courses.

#### Person Responsible

Jerry Wayne Evans

#### Schedule

On 6/4/2015

#### Evidence of Completion

Results of EOCs

#### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Results of EOCs

#### Person Responsible

Jerry Wayne Evans

#### Schedule

On 6/4/2015

#### Evidence of Completion

Departments and grade-level teams will review the results of the EOCs.

## Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Data from various assessments noted in the curriculum will be reviewed in department meetings.

### **Person Responsible**

### **Schedule**

### **Evidence of Completion**

Department members will review the results of the EOCs and revise the curriculum accordingly.

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Collins Writing training	Evans, Jerry Wayne	7/15/2015	Implementation of Collins writing in all subject areas	7/16/2015 one-time
G4.B1.S1.A1	The math department adopted new textbooks that are aligned with Florida Standards. The science department has aligned its curriculum and increased writing activities and complex text reading in the science courses. Both math and science have added advanced placement courses.	Evans, Jerry Wayne	8/18/2014	Results of EOCs	6/4/2015 one-time
G1.MA1	Collins Writing Folders, Student work	Evans, Jerry Wayne	8/18/2014	Teachers will use the Collins writing folders to monitor quality writing experiences. Lesson plans will also reflect quality writing activities.	6/4/2015 one-time
G1.B1.S1.MA1	[no content entered]			once	
G1.B1.S1.MA1	[no content entered]			once	
G2.MA1	DiscoveryEd, Florida Assessment, ACT	Evans, Jerry Wayne	9/2/2014	Data from above sources will be reviewed in grade-level team and department meetings.	5/15/2015 one-time
G3.MA1	DiscoveryEd, ACT, Florida Assessment, AP exams	Smith, Mari-Michael	9/2/2014	Data from the above sources will be reviewed in grade-level team and department meetings.	5/15/2015 one-time
G4.MA1	Department members will review curricular assessment data to monitor the progress of their students. Department members will also review the previous year's results of the EOCs to make curricular adjustments.	Evans, Jerry Wayne	8/18/2014	Results from the EOCs and the curricular assessments will be used to monitor student progress.	6/4/2015 one-time
G4.B1.S1.MA1	Data from various assessments noted in the curriculum will be reviewed in department meetings.		Department members will review the results of the EOCs and revise the curriculum accordingly.	one-time	

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*Dixie County High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Results of EOCs	Evans, Jerry Wayne	8/18/2014	Departments and grade-level teams will review the results of the EOCs.	6/4/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** To increase meaningful, academic writing in all subject areas.

**G1.B1** Writing across the curriculum has been a challenge.

**G1.B1.S1** Collins Writing training for all teachers

**PD Opportunity 1**

Collins Writing training

**Facilitator**

Dr. John Collins

**Participants**

24

**Schedule**

On 7/16/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

Summary	
Description	Total
Grand Total	0