



Accreditation Report

Dixie County High School

Dixie County School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Dixie County High School (DCHS), the sole high school in Dixie County, is located in Cross City, FL, the county seat. The population of the county is 16,203 (2015) showing a slight decline of 1.3% from 2010 census. The median household income for the county is \$35,000 (2015) which is 7.9% below the state of Florida's median household income and 14% below the national average. Florida ranks 37th in the nation for median household income. Of residents 25 year and older, 79.1% are high school graduates, with 7.5% holding bachelor's degrees or higher. The state average for postsecondary degrees is 36.3%. The major employers in the county are the school district and the prison system, which provide about 588 jobs. Because of the limited employment opportunities in the county, the average commute time is 25 minutes, a total of 50 minutes a day, to work. The county has a 7.1% unemployment rate. These facts demonstrate that Dixie County suffers from a depressed economy.

In addition to Cross City, Dixie County is comprised of Horseshoe Beach, Jena, Old Town and Suwannee. Students in the outlying areas, such as Suwannee, travel over one and one-half hours, round trip, to attend school each day.

DCHS serves 536 students with a 10% African American population. Faculty totals 32 with 69% of them highly qualified. Of the 32 faculty, 29 % have 15 + years of experience; 39% hold advanced degrees; 25% are reading endorsed; 21% are ESOL endorsed, 7% ESE endorsed. Even though obtaining highly qualified faculty has consistently been a struggle for this rural school, the administration works diligently to hire personnel who meet academic expectations in producing the class rigor that is so important to the students. The challenge continues to exist because of the school's location and limited salaries/benefits.. Currently, 31% of the faculty are non-qualified in their respective teaching areas. While faculty data is clear according to specific records and numbers, the dedication and diligence of each faculty member cannot be calculated. Faculty work tirelessly in providing outstanding quality in the programs they offer the students.

Meeting the diverse needs of the DCHS population promotes challenges for the administration. Budget cuts for the last five years resulted in loss of positions, yet the expectations in providing excellence in all programs remain the same.

DCHS provides a variety of academic and extracurricular activities to address the whole student. In academics DCHS currently offers the following:

- Pre-AP classes in science, history, math and English
- Advanced placement courses in English, history, science, math and music (Advanced placement course have increased from three in 2011 to nine in 2016.)
- Dual enrollment classes in partnership with Florida Gateway College and Embry Riddle University
- Career and technical academy classes
- Career and technical programs
- Remediation classes
- ESE classes

In extracurricular activities DCHS currently offers the following:

- Beta
- National Honor Society

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- Student Government
- High Q
- SWAT (Students Working Against Tobacco)
- HOSA
- FCA
- FFA
- Football
- Volleyball
- Basketball (girls and boys)
- Softball
- Baseball
- Weightlifting (girls and boys)
- STEM club
- VICA
- FBLA
- Yearbook
- Art Club

In addition, DCHS offers opportunities for students to exhibit their creative side through band, chorus, music theory, drama and graphic design.

To address the 21st century focus on technology, DCHS has upgraded its technology support to provide specific hands-on opportunities using various types of equipment for students to interact meaningfully with technology. At the start of the 2016-2017 school year, all students in grades 9 and 10 will receive Google chromebooks. Students will participate in training regarding the procedures and practices in using the technology. The purpose is to increase not only the student use of technology but also meaningful academic practices and activities to promote student thinking and planning.

The curriculum provides students with opportunities in several subject areas to conduct research whereby they learn how to pose research questions, how to determine reliable resources, what is and how to avoid plagiarism, how to annotate and cite works using MLA and APA and how to present findings in both oral and written presentation. Students also learn how to use programs, such as Excel and PowerPoint. All classrooms have document cameras and projectors to enrich the quality of instruction and provide students with additional hands-on activities. The campus houses two computer labs with 30 computers in each lab, and the media center houses 30 upgraded computers. Science classrooms are likewise enriched through digital probes and microscopes. The school has ten laptop carts with 23 to 27 laptops per cart. Once the new school is completed, additional technology opportunities will be available to students and teachers. DCHS recognizes that to become a 21st century school meaningful interaction between students and technology must take place so that students are prepared for their world.

Finding highly qualified staff continues to be a challenge to the DCHS administration. Despite the involvement of the principal in job fairs both locally and statewide, the Dixie District is a small, rural district with limited incentives. The administration, however, is fully focused on finding staff routed in strong educational principles and high expectations to provide the ultimate academic experience for the students.

Student attendance is an additional challenge for DCHS. When students are not in school, they miss valuable learning opportunities and experiences. The current attendance policy, as outlined in the student handbook has addressed this issue with fewer students missing excessive days. Parental access to Skyward has also addressed this issue.

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Creating a college-going culture in a community where the educational levels are below state average continues to be a challenge to DCHS. To address this challenge, in the 2015-2016 academic year, DCHS implemented the Advancement Via Individual Determination (AVID) program in the 2015-2016 academic year in the ninth grade... AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The program offers support for educators in research-based strategies and curriculum that align with the DCHS initiative of holding students accountable for their learning. This year, AVID will be implemented in both ninth and tenth grade with the goal of AVID implementation in all grade levels by the school year 2018-2019.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The DCCHS vision statement is: "The vision of Dixie County High School is to create lifelong learners through rigorous and relevant curriculum that prepares all students for college readiness and success in a global society."

The DCCHS mission statement is: "Dixie County High School will provide academically challenging 21st century instruction that holds students to the highest standards, while providing academic and social support."

These statements were composed and reviewed through a five-year process through an annual review from faculty, staff, parents and students. In May 2015, the Standard 1 committee, in collaboration with faculty, staff, parents and students, reviewed and made additional revisions to these statements which resulted in the current vision and mission statements. The result of the revisions, to focus on student success in the 21st century, has been the driving force in the Self-Assessment to address teaching methodology, promote professional development and increase data analysis to create a culture founded on student thinking and engagement.

The DCCHS vision empowers students to reach their maximum potential academically, socially, athletically and creatively to prepare them for success in the 21st century. Students are challenged to think independently and critically through a rigorous curriculum at all levels. Additionally, students are offered advanced placement and dual enrollment courses to increase their level of understanding and their mastery of knowledge. DCCHS graduates understand their significant roles in stewardship and citizenship through the variety of opportunities the school offers.

Student performance data indicates that DCCHS is making advances in achieving the school's vision. Over the past six years DCCHS has received school grades of B, A, A, B, B, C. This is evidence of the team effort in faculty and staff to provide the highest caliber programs to ensure student growth and success. The administrative staff has provided the support and the means to allow faculty to explore methodology and curricular materials that promote student success in the 21st century. Through the collaboration of the administrative staff and the faculty, students have the opportunity to engage in the highest level of academic study. DCCHS is a C school for the 2015-2016 school year. We have improved in five of the six components from the 2014-2015 school year. We have struggled to meet the goals of "growth" in math and in reading/writing set by the state of Florida. We are in the process of addressing these growth components through our Focus Areas: Research Based Best Practices.

DCCHS first offered three advanced placement courses in the school year 2009-2010. Since then DCCHS has increased the number of advanced placement courses to nine. The program is experiencing an increased enrollment from 54 in 2012 to 135 in 2016 and an increase in exams taken from 79 in 2012 to 174 in 2016. However, along with increased enrollment, we have seen a drop in the number of passers. This is a building program with a focus on more effective vertical alignment in the curriculum, increased College Board professional development for teachers and the addition of AVID, a program geared to college readiness for all. In March 2016 DCCHS offered an SAT school day giving every junior an opportunity to take the SAT during the school day, free of charge.

Dual enrollment saw an increase in 2015-2016 of 11.2% in student enrollment and 26.6% in course enrollment. DCCHS partners with Embry Riddle University in an aeronautics program that provides students with a highly challenging curriculum and an opportunity for an industry

certification in unmanned safety (drone) operation. The program is in its second year of operation and has increased enrollment from eight to 16 dual enrollment students.

DCHS offers several opportunities for students to receive industry certifications. There were 145 industry certification tests passed last year, including Microsoft Bundle (3/5), AWS welding, certified agriculture technician and certified nursing assistant. Furthermore, this year DCCHS added two STEM courses, foundations of programming and PC tech support.

DCCHS is moving forward with our goal of academic excellence for all students. We have reached several milestones including the first school grade of "B" in 2011, first school grade of "A" in 2012, College Board Honor School in 2013, US News and World Report bronze medal in 2014 and 2015 and silver medal 2016 and Washington Post's America's Most Challenging High Schools list in 2016. We appreciate these recognitions, but at the same time, realize there are many changes needed to be made to give all students access to a rigorous 21st century education.

The Self-Assessment provided DCCHS with the opportunity to target specific areas that will increase student performance. The first area is to develop a clearly defined curriculum that promotes 21st century, higher-order thinking skills and academic rigor. This area is addressed in the school's overall goal which is outlined in the Standard 5 assessment. The second area focuses on developing the whole student. By creating a motto of "Achieving Excellence Together" and implementing the AVID program," DCCHS continues to research methodology and practices to create a culture founded on student thinking and engagement. In the 2015-2016 academic year, DCCHS implemented the Advancement Via Individual Determination (AVID) program in the ninth grade to assist in this area. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The program offers support for educators in research-based strategies and curriculum that align with the DCCHS initiative of holding students accountable for their learning. The challenge for DCCHS is to create this culture with a focus on attending college in a community where educational levels are below state average. Next year, AVID will be implemented in both ninth and tenth grade with the goal of AVID implementation in all grade levels by the school year 2018-2019. Other practices that have assisted in strengthening student performance are: (1) The attendance policy continues to strengthen student presence in classes, a problem that has plagued DCCHS for years. Please refer to the "Student Handbook" for the attendance guidelines. A recent discovery uncovered that the figure of 44.2% of DCCHS students were missing 21+ days per school year was inaccurately calculated. The district is in the process of correcting this to provide the correct data. (2) Teachers were strongly encouraged to teach bell-to-bell and to review their class procedures to offer the ultimate academic experience in their classroom. (3) Teachers are to create a culture of thinking in their classrooms through research-based curriculum practices and strategic planning of their lessons. (4) A data collection and analysis process has been devised whereby staff and faculty will have this information readily available for discussion in department and grade-level team meetings. Each teacher has created a spreadsheet of pertinent student data uploaded to a Google drive, and progress is discussed monthly in both grade level and department meetings. Teachers at all grade levels and in all subject areas will explore opportunities for students to engage in quality and meaningful writing experiences.

DCCHS faculty and staff use a variety of formative and summative assessment including PSAT, SAT, ACT, classroom tests, semester exams, end of course exams, advanced placement scores and FSA. Teachers in English, reading, math and science engage in weekly meetings to analyze data, to discuss student work and to make adjustments in curriculum, when necessary. Grade-level teams meeting monthly to analyze data and target at-risk students who have poor attendance and low grades. All teachers are required to identify state standards and 21st century skills in their lesson plans. Programs and resources, such as Performance Matters, Study Island, Write Score, STAR reading, AP Insight and USA test prep are some of the progress monitoring tools used to assess students.

DCCHS offers support programs and services for its students including guidance services, 504 plans, Exceptional Student Education (ESE). Other programs that support students are Another Way and the Dixie County Community Anti-Drug Coalition. The Coalition has partnered with Take Stock in Children, Talent Search, and DCCHS to provide resources, mentors and opportunities for community service for our

students. The Dixie County Health Department also supports students through various health initiatives. Senior night, hosted by the guidance office, provides students and parents information about scholarships, college application, financial and graduation information.

Although parental involvement continues to challenge the school, DCHS is desirous of having a strong parent/community presence in the school's activities and programs. Information is communicated through local newspaper articles and the school's website. Skyward, an online communication system, allows parents and students access to grades, attendance and discipline records. The guidance link on the school's website provides extensive information about school programs, such as scholarship opportunities and Bright futures, graduation requirements, community service opportunities, testing information and other important announcements. The guidance department publishes a student packet per grade level to assist students and parents in preparing for the school year. This department hosts various events throughout the year to assist parents and students in their decision making. The department also hosts a freshman orientation each summer to acclimate incoming freshmen to the campus and review their courses prior to the school's opening. DCHS hosts an "Open House," two parent conferences, one in October and the other in March, a college night, and dual enrollment informational meetings. Parent and community members are strongly encouraged to participate in the School Advisory Council (SAC), booster organizations and coaching. The superintendent hosts "town hall meetings" in various locations in Dixie County to engage the community. The superintendent has a council composed of junior and senior students to increase student participation in the decision-making process.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

During the last three years, DCHS has experienced the following challenges:

- Changes in key leadership roles at the administrative and guidance levels
- District budget cut crisis which resulted in staff and faculty reductions (45 staff members in 2011-2012 from 42 to 32 in 2015-2016)
- Recruitment and retention of highly qualified faculty
- Development of an internal data base
- Development of a clearly defined identity
- Gains in reading and math
- Parent Involvement
- Creation of a college-going culture in a community where the educational levels are below state average continues

The response to these challenges represents that DCHS is focused on offering a rigorous academic program while providing outstanding opportunities to address the whole student.

- In the last three years two different principals have lead the school. Changes have also occurred in the district office. The current administrative team represent a number of years of service in the school district, thus capitalizing upon not only their institutional knowledge and wisdom but also their understanding of the challenges DCHS and the district face..
- The principal acknowledges that hiring highly qualified teachers to this very rural school poses a challenge. To fill job positions, she assesses four areas of the person's background: global experience, strong work ethic, focus on student success and proven expertise in past employment experiences. Currently, three teachers are not certified in the subject area they are teaching. Each has a clearly stated plan to acquire the necessary credentials before August 2017. The district has agreed to reimburse teachers financially as they complete the requirements, and they are updated with information regularly. In the 2015-2016 academic year, DCHS revised its mentoring program as an ongoing process in assisting both veteran and beginning teachers in meeting their needs. A mentoring committee has been established to create and implement the specific mentoring program. In addition, DCHS has provided several opportunities for professional development in technology, teaching strategies and other areas to assist both veteran and beginning teachers. The specific areas of training are listed in the evidence for Standard 3.
- Through this Self-Assessment process the need for a clearly defined procedure to distribute and review student performance data that will be used to drive instruction was evident. The Leadership Team developed a process to look at important data that impacts student learning. A process is currently underway whereby each teacher has created data using spreadsheets and shared with colleagues in weekly department meetings and monthly grade level meetings. All data is uploaded to google drive to be easily accessed. Teachers also received training by College Board representatives in PSAT/SAT data.
- The principal, with her enthusiasm, her energetic involvement in the school's programs and her belief in continuous improvement, has accomplished much in her first year to create a DCHS identity. She has increased shared decision making with the faculty and staff. In August 2015, she presented her vision of creating a culture founded on student thinking and engagement. She also displayed signs throughout the campus that encourage and motivate faculty, staff and students. These include: Challenging all students to own their future (AVID) and Dixie County High School: A better story for our students, our school and our community and Influence the Culture. Engage the
SY 2016-2017

People, Impact the World. She approached the Self-Assessment process enthusiastically, thus recognizing the significance this process has in promoting excellence. She clearly articulates that continuous improvement will be ongoing, as DCHS faculty and staff work as a team to promote high academic standards and expectations for the students. To assist in this movement, the following are focal areas: (1) in 2015 the Standards 1 committee, in collaboration with faculty, staff, parents and students, reviewed and made revisions to the mission and vision statements to reflect the focus that drives all DCHS programs to incorporate, on a consistent basis, those skills our students need to be successful in the 21st century. (2) The implementation of AVID will increase to grades 9 and 10 for 2016-2017 with all grades participating in this program by 2018-2019. (3) A consistent method of lesson planning will be implemented, and teachers will be trained on the method. (4) Teachers will encourage a culture of thinking through careful planning, meaningful instruction and engaging activities and specific classroom procedures. (5) The newly implemented procedure for data dissemination and review will drive classroom instruction to meet student needs.

- Meeting the student needs of the lowest quartile continues to be a challenge for DCHS, as the 2016 FSA data indicates. Several changes are underway to address these concerns: weekly department meetings to include deliberate practice to increase content knowledge and instructional strategies, updated lesson plan format, addressing the "why," and new progress monitoring instruments.

- Parental involvement in many of the DCHS activities is low. For the parent conferences held in October and March, the average attendance is 30%, primarily parents in grade 9. Many teachers in the upper grades report very poor attendance. The SAC attendance also reflects low parental participation despite the many discussions in the SAC meeting to increase parental membership. The highest parental participation is during "Open House," however, the participation on that occasion varies from 30% to 35%. The participation on the eProve survey attests to this challenge, even though the school made many attempts to generate participation: letters sent home to the parents, all call sent to all homes, announcement on the district website, and teacher announcements to students. The SAC has several ideas about creating parent awareness of the organization, including advertising meeting times in the local newspaper and creating a banner to be displayed at various extracurricular activities. Skyward has provided excellent communication to parents about grades and absences as well as teacher lesson plans. DCHS will continue to publish articles in the local newspaper to highlight student achievements, inform the community of new programs and provide additional information about DCHS.

- Creating a college-going culture in a community where the educational levels are below state average is a challenge to DCHS. The educational demographics of the county indicate that 79.1% of residents 25 years and older graduate high school and only 7.5% of that same age group holding bachelor's degrees or higher. While DCHS recognizes that some students may choose vocation rather than college, all students must develop and strengthen those skills that are required for success in their world. Increasing the rigor in classrooms, holding students accountable for their learning, implementing learning activities that require students to think critically and analytically are areas that will be paramount in creating a learning environment that challenges students to excel.

The Self-Assessment has been a beneficial process in providing self-reflection. Through the process the school has made changes in areas that were clearly targeted and has noted strengths as well as future challenges that will guide the continuous improvement. DCHS is grateful for this opportunity to share with the QAR team its strengths as well as those areas earmarked for improvement. We welcome the QAR team, and we look forward to working together in an effort to provide the optimal opportunities to benefit our students in all facets of their growth.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

DCHS is very proud of its students. The students have earned accolades in various competitions, garnered admissions to universities, such as FSU and UF, as well as other colleges and technical schools. The students continue to challenge themselves academically by enrolling in advanced placement and dual enrollment courses. DCHS is proud to have six AP Scholars in 2015 and two in 2016. The class of 2016 received \$146,390.00 in scholarships.

DCHS is very proud of its faculty. The faculty are extremely hard working and very conscientious in meeting the needs of the students. The majority of faculty work long past the contracted leaving time, tutoring, mentoring, advising, participating in fundraisers, leading extracurricular activities, coaching and other activities. They are team players and extremely supportive of each other. They are also flexible, as evidenced by their reception to new programs and their hard work on the Self-Assessment process. Their dedication to their roles as leaders and guides is outstanding in building all DCHS programs, and they certainly represent the school's motto of "Achieving Excellence Together." They are also willing to face challenges and work collaboratively to address those challenges. The staff, in their respective leadership roles, are extremely supportive of the faculty and students. Their efforts in providing assistance, whether through academic achievement, extracurricular activities, athletic teams, demonstrate their commitment to the spirit of communication and collaboration that is significant in building strong programs and creating meaningful opportunities for student growth. The teachers are willing to explore new programs and implement new courses to meet student needs and interests. The science department currently sponsors a weather station that has provided excellent hands-on activities for students as well as opportunities for cross curricular study. The science department has also partnered with Embry Riddle University's aeronautics program to promote student interest in that field of study. Advanced placement courses have increased due to the dedication of the teachers to academic excellence. In an effort to increase our commitment to STEM fields, we have added the following courses: computer programming and PC tech repair. This is the first year in a three-year program to include two AP Computer Programming courses.

DCHS is very proud of several key recognitions in the past five years. In 2013 College Board recognized the district as an honor district for its participation and student success in advance placement courses. In 2014 and 2015 US News and World Report recognized DCCHS with a bronze award based on several criteria the publication developed on the definition of a highly qualified school, and in 2016 US News and World Report recognized DCCHS with a silver star.

In 2016 the Washington Post recognized DCCHS as America's Most Challenging High Schools list based on graduation rate, college-level coursework and student performance. DCCHS is second in the state with a 97% graduation rate in the class of 2016.

DCCHS is proud of its technology. The school has two computer labs with 30 computers in each, a media center equipped with 30 new computers, document cameras and projectors in math, science, English and history classrooms, digital probes and microscopes in science classrooms, and ten laptop carts with 27 laptops per cart. In the 2016-2017 academic year, students in ninth and tenth grade will have Google chromebooks. Teachers increased their use of technology, not only incorporating it in their lesson plans, but also providing students with hands-on activities that allow them to interact with technology in a meaningful way. The DCCHS focus on technology skills is aligned with 21st century skills.

The QAR team in 2011 offered three required actions for DCCHS.

Required Action 1: Increase the number of teachers using the most current data to drive daily instruction.

DCHS has developed a procedure to address this required action. All teachers keep pertinent data including progress monitoring for the courses they teach. This data is uploaded into a Google drive account to be reviewed by grade level and department teams. New progress monitoring instruments have been added, such as Performance Matters and a variety of web-based instruments specific to each subject area. The assistant principal and two teachers have been assigned to monitor attendance data on a daily basis. As data is reviewed, changes are made to procedures and instruction weekly.

Required Action 2: Develop and implement a plan to increase the number of books in the media center that includes a variety of high interest reading materials, supported by a schedule for student access, to promote reading proficiency.

The changes in the media center are addressed extensively in the Standard 4 narrative.

Required Action 3: Determine ways to use instructional walkthrough data to analyze instructional trends in the classroom. This information needs to be disseminated to the entire faculty on a regular schedule to improve instruction through sharing or mentoring of instructional best practice.

Instructional walk thru data is reviewed weekly by the principal. Concerns are addressed through sharing data in individual coaching meetings, department meetings and grade-level meetings. Walk thru forms are changed weekly or monthly to address observed data.

DCHS is proud of its approach to the Self-Assessment process and the willingness of faculty, staff, parents, students and community members to commit to this process in a conscientious fashion. The enthusiastic spirit of collaboration and team work resulted in a healthy approach to self-reflection and renewed effort to strengthen the school in all areas.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The DCHS vision statement: "The vision of Dixie County High School is to create lifelong learners through rigorous and relevant curriculum that prepares all students for college readiness and success in a global society."

The DCHS mission statement: "Dixie County High School will provide academically challenging 21st century instruction that holds students to the highest standards, while providing academic and social support."

The AdvancEd Standard 1 committee, in collaboration with teachers, staff, parents and students, reviewed and updated the vision and mission statement to be relevant to 21st century standards. Creating an academic environment that is rigorous and relevant has been the driving force for the Self-Assessment to address teaching methodology, promote professional development, increase data analysis and maintain an appropriate action plan.

Based on research and analysis, the Standard 1 committee recognized that the vision and mission statements must be a fluid document available to all stakeholders. This committee worked diligently to increase the visibility of both statements throughout the campus and on school publications to ensure awareness to all stakeholders and school personnel. As the 2011 review opportunity states, we assess the effectiveness of the mission and vision statements with faculty, staff, parents and teachers annually at the beginning of each school year and make revisions, when necessary.

DCHS articulates its vision and mission statements through classroom postings, the school's website and school publications. At the beginning of the school year, teachers review the vision and mission statements with students, and the statements are noted during "Open

House" and parent conference nights. The School Advisory Committee (SAC) reviews the vision and mission statements annually to receive input from parents, student and community members.

Expectations for student performance emanate directly from the vision and mission statements. Teachers and administrators work collaboratively in providing effective programs to prepare the students for their world through professional development, curriculum mapping and grade-level department and faculty meetings.

The Mission and Vision statements and evidence align with the school's goal to create an academic culture founded on student thinking and engagement. The new AVID classes are helping students to learn how to organize and use study skills. Teachers are learning new methods of teaching through professional development. Teachers are using strategies that allow students to think and produce end products that are meaningful.

The Self-Assessment process provided the opportunity to review and improve areas of Standard 1.

Through the analysis of the Standard 1 indicators, the Standard 1 Committee determined that Standard 1 is a 4.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Survey results•Examples of decisions aligned with the school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

2016 Narrative Standard 2

DCHS has policies and procedures in place that provide an effective operation of the school. Board policies are followed and operating procedures are updated regularly to ensure the best learning opportunities for the students. DCHS ensures all of its policies and procedures adhere to local, state and federal laws. Before any policy or procedure goes into effect, it must be reviewed by the Dixie County School

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Board, the district attorney and then voted upon. Policies are reviewable on the district website, and copies of student and teacher handbooks are available either in the school office or on the DCCHS website, along with school grades and a calendar of events to help foster community support. Skyward, an online communication system, has been implemented since 2011 as a venue for communication with all stakeholders and to increase participation in the decision-making process.

The DCCHS administrators closely monitor the school's operations by consistently observing classroom activities, using tools of weekly walk-throughs, full period observations and teacher evaluations. The campus is monitored throughout the school day, and administrators are present at school functions, before and after school. The administrators are quite visible on campus and offer support, assistance and encouragement to teachers, parents and students.

DCCHS has implemented AVID (Advancement Via Individual Determination) in the 2015-16 year. This implementation has helped to facilitate the mission and vision of DCCHS. Students participate in an elective that directs them toward college readiness and future success in a global society.

DCCHS provides specific opportunities for stakeholders to engage in the decision-making process. Stakeholders are welcome to participate in the School Advisory Council (SAC) meetings. Stakeholders can become mentors to students through the Take Stock Program. Stakeholders are involved in the Dixie County Educational Foundation Scholarship Committee and School Improvement Committee. Various opportunities for stakeholder input are provided through the school's extracurricular activities, such as coaching a sport or sponsoring a class. Stakeholders participated in the Self-Assessment through membership on the standards committees.

DCCHS provides specific leadership roles for teachers. Teachers serve as department chairs, grade level team leaders, steering committee chairs, SAC members, Leadership Team and club sponsors. Teacher input on specific issues generated throughout the school year is voiced during monthly faculty meetings. At department and grade level meetings, teachers engage in discussions that guide curriculum and discipline. Teachers also facilitate workshops for their colleagues based on professional development opportunities they have experienced.

DCCHS provides leadership roles for students. Students serve as class officers, in student government positions, on the superintendent's advisory council (selected junior and senior students), club officers and sport teams leadership roles. Student representatives also serve on SAC and on the Self-Assessment standards committees. Students are recognized for outstanding achievement with the end of the year Bear Award ceremony and the Elite 20 Awards.

DCCHS teachers are familiar with the evaluation process. Teachers receive copies of the classroom observation and evaluation forms. The criteria and expectations are clear, and the results from both are discussed through a conference with the principal and the teacher. Teacher input is considered during those discussions.

Professional development opportunities are provided and encouraged each year. Teachers complete their individual professional development plan at the beginning of the school year. Professional development offerings are varied but usually align with state standards and standardized testing. Recently, data has driven professional development in areas of writing, assessment strategies and data analysis. The curriculum mapping initiative will promote professional development in areas of curriculum development, 21st century skills and team building. Teachers, who teach advanced placement courses, have attended workshop related to their subject.

DCCHS and Ruth Raines Middle School teachers have conducted periodic workshops on establishing learning communities and develop vertical alignment within the district. DCCHS has begun to implement a process in developing learning communities. The curriculum mapping initiative and the common planning period entitled B.R.I.C. (Building Rigorous Instruction through Collaboration) strengthens the school as a learning community.

The Self-Assessment has provided DCHS the opportunity to address the community perception of the school. Parental and stakeholder involvement has challenged the school community. With an increase in community involvement on the SAC and on standards committees, expectations and stakeholder satisfaction are expressed effectively. The principal, with her enthusiasm, her energetic involvement in the school's programs and her belief in continuous improvement, has accomplished and created a positive DCHS perception within the community. The adoption of Skyward enables stakeholders to see the quality of the programs and the opportunities students have for success. "Achieving Excellence Together," indicates that all stakeholders must work collaboratively and accept responsibility in building outstanding programs for student achievement. The perception challenge will be ongoing as the DCHS community works together to move our students into the 21st century.

Through the analysis of the Standard 2 indicators, the Standards 2 Committee determined that Standard 2 scores a three.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Lesson plans aligned to the curriculum •school-wide progress monitoring 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Surveys results 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Documentation of collection of lesson plans and grade books •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Survey results •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Samples of exemplars used to guide and inform student learning 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Description of formal adult advocate structures 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none">•Evaluation process for grading and reporting practices•Sample report cards for each grade level and for all courses•Sample communications to stakeholders about grading and reporting•Policies, processes, and procedures on grading and reporting	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none">•Results of evaluation of professional learning program.•Evaluation tools for professional learning•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

DCHS strives to ensure the highest teacher effectiveness and student learning by making the school's curriculum, instructional design and assessment practices a top priority for school leaders and staff. Challenged by many obstacles, DCHS continues to set high expectations for teachers and students. School leaders, teachers and staff are constantly looking for ways to challenge all students and prepare students for success at the next level. Even with the change in Florida standards and assessments and limited means of progress monitoring, many teachers at DCHS have created progress monitoring instruments and employed the limited PM resources offered by the district: reading, biology, English I and English II, US history, Algebra I, and all AP courses. Currently, a more comprehensive progress monitoring system has been adopted and implemented, which now incorporates most courses on campus.

Our school analyzes the data collected and makes collaborative decisions regarding student learning, teacher effectiveness, and professional learning. Teachers are consistent and deliberate in planning and using instructional strategies that require the development of critical thinking skills as required by DCHS' areas of focus. Teachers personalize instructional strategies and interventions to address the individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and

skills, and integrate content to ensure the achievement of learning expectations.

At DCHS, school leaders make it a priority to be visible in all classrooms weekly, if not daily. While in the classrooms, feedback is commonly provided in lesson plan notebooks and feedback sessions, as needed. Administration participates in department/ curriculum committee meetings and clearly establishes expectations for teacher instruction and student learning.

At DCHS, all members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members are in the process of establishing a system that promotes discussion about student learning and the incorporation of DCHS' areas of focus within all contents. Teachers and staff use practices such as the examination of student work, lesson reflection and peer coaching. DCHS teachers have recognized the need for vertical alignment within the district and have been vocal about the initiation of the process. All school personnel at DCHS are involved in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching and learning, both formally and informally. These programs set high expectations for all school personnel. All teachers participate in collaborative learning committees that incorporate the school's values and beliefs on a weekly basis through mentoring and peer coaching. These committees are observed by school leaders, and feedback is provided on an as needed basis. Additionally, DCHS has adopted a mentor/ mentee induction program for new teachers and staff. The induction program is essential; however, DCHS recognizes the need for analysis in order to establish a more systematic, complete process.

DCHS offers programs that engage families in meaningful ways in their children's education: the School Improvement Committee and AdvancEd committees. These programs are designed, implemented, and evaluated by faculty and staff. Additionally, families have multiple avenues of staying informed about their children's learning progress, such as Skyward, which emails families with pertinent information, and the school's website. Most teachers implement a technology program referred to as Remind, formally known as Remind101, which updates students and families of individual course/ curriculum requirements.

DCHS schedules an open house night, academic nights as needed, and conference nights throughout the academic year. Additionally, at DCHS, teachers and staff use data to identify the unique learning needs of students at all levels of proficiency as well as other learning needs, such as students with disabilities. Most school personnel stay current on research related to unique characteristics of learning and provide individualized learning support services to all students on an individual as needed basis. To sustain strength in teaching and learning, DCHS school leaders will continue to monitor the progress of these indicators at monthly leadership team meetings. School leaders and teachers will continue to immerse themselves in the current research in the field of teaching and learning in order to stay current in best instructional practices. The committee also recommends that school leaders continue their strong presence in the classrooms and provide timely feedback to teachers regarding instruction.

Because DCHS values the success of our school, we acknowledge the need for improvement in several areas. After the implementation of a continuous improvement process, it became evident that DCHS needed an instructional process that all teachers adopted. Therefore, after a careful analysis of DCHS' needs, the administration developed a process that all teachers currently are expected to follow: required completion of a lesson plan template which is available to all school leaders and teachers who observe lessons, common language regarding learning, the implementation of DCHS' areas of focus/ best instructional practices and lesson reflections within collaborative learning committees. Most teachers employ the instructional process that ensures students are aware of their expectations, learning, and progress. This process is supported by the learning communities, which results in the ongoing modification of instruction. Within each curriculum, student exemplars are sometimes incorporated in order to clarify student expectations and monitor progress. The instructional process is monitored by frequent teacher observations and lesson plan checks. The entire process should always culminate with student feedback pertaining to his/ her learning.

Another area which requires attention is the development of a formal structure whereby each student has at least one adult advocate on campus that supports that student's educational experience. Due to the modest size of DCHS, the majority of students have formed a strong relationship with an adult on campus, as evidenced by teacher reflection and feedback in grade level committees meetings, which meet on a monthly basis. However, DCHS does not currently have a formal structure adopted. The informal structure implemented by DCHS does allow school employees to gain insight into and serve as an advocate for the student's needs. This informal system assigns students an adult mentor on an as needed basis. However, DCHS does recognize the need for the adoption of a more formal, systematic program and

will begin the development of a more formal program.

A third area of weakness involves the consistent use of grading and reporting policies, processes, and procedures across all grade levels and all courses. At DCHS, most teachers consistently use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. However, it is not consistently applied across all grades and courses. The committee recommends this area is addressed by the school leadership team. On a more positive note, students and families are aware of the policies, processes, and procedures associated with each individual course; the policies, processes, and procedures are regularly evaluated by school leaders. The last area of weakness which became evident to the committee was professional learning.

Therefore, after the continued implementation of a continuous improvement process, it became evident that DCHS needed to implement a systematic, continuous program of professional learning. School leaders analyzed student and teacher needs at DCHS and developed a professional learning program. Staff members at DCHS are expected to participate in a continuous program of professional learning that is aligned with the school's purpose. All teachers are required to participate in department/ curriculum level professional development monthly and whole school professional development, which is offered on a monthly basis on early release days. Professional development is based on an assessment of the needs of the school and the individual students and teachers. The program intends to build measurable capacity among all staff. The program will be evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. After careful review, the committee rates Standard 3 a three, knowing that DCHS has the potential to earn scores of 3 and 4 in all areas. DCHS will continue to diligently work in improving all areas addressed in Standard 3: Teaching and Assessing in Learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.71

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •School calendar 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Survey results•Data on media and information resources available to students and staff•Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Assessments to inform development of technology plan•Survey results•Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•Student assessment system for identifying student needs•Survey results•List of support services available to students	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Description of IEP process•Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The DCHS staff is comprised of thirty-two teachers, two administrators, one guidance counselor, one teacher on special assignment with guidance duties, one reading coach, and one bookkeeper. Three years ago, a certified Media Specialist was added to staff. Two instructional aides and one ESE aide position have also been created in order to better differentiate and support the needs of the intensive reading and special needs classes respectively. As of the most recent School Accountability Report, of the 32 teachers, 79% are highly qualified, 36% hold advanced degrees, and one teacher is board certified. Staffing is determined by curriculum needs and class size mandates. Budget cuts have been a factor in determining the number of instructional staff.

Although a mentoring program existed, its results were subpar; therefore, DCHS administration restructured the program to provide a more supportive environment for new employees. Revised in July 2015, the program now consists of a mentor-teacher self-assessment survey, protégé needs assessment, and a checklist that must be completed covering all basic activities that pertain to the overall function of the high school. The principal also offers support and assistance through periodic meetings to discuss walk-thru observations and addresses any needs the teachers may possess.

The district maintains an advertisement process in order to recruit new teachers. The job is posted with an attached list that clearly outlines the criteria necessary to fill the position. Jobs are posted on the district and school website, at the NEFEC job fair, Global Teacher Research and Resources Organization, teacherteacher.com, and newspapers and sent via email to district schools. Recruitment also occurs through building partnerships and attending job fairs at universities. The athletic department recruits using fhsaa.org. The principal reviews applicant profiles, researches references and previous employment and schedules interviews with applicants of interest. To fill job positions, she assesses four areas of the person's background: global experiences, work ethic, focus on student success and proven expertise in past employment experiences. Based on the research from this committee, improvement efforts are needed to attract and retain highly qualified teachers. The principal recognizes this need and has directed much of her effort toward creating a strong academic climate through educating and reframing the staff with the DCHS vision and mission as the focal points. The principal's desire is to build a highly qualified instructional staff who will provide instruction at the level, volume and capacity to meet the needs of the students and who are positive, focused, flexible, organized and proactive.

Teachers are assigned duties based on their knowledge, performance and experience. Highly qualified teachers are placed in areas to capitalize on their expertise in meeting student needs. Teachers, who serve as master teachers and partner teachers, are identified according to high classroom performance and their commitment to the school's vision and mission. Teachers also serve as advisors to clubs or as coaches based on interest and experience. Several teachers are assigned specific areas of supervision to ensure a safe and orderly campus.

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DCHS teachers are encouraged to engage in professional development and are given opportunities during the school year to do so. Teachers complete individual professional development plans as well as set yearly goals. This information is reviewed to determine professional development needs and ways to address these needs. Data from various assessments, administrative walk-throughs and evaluations also identify professional development needs. Teachers can complete the course work for their reading endorsement at no cost to them. Teachers have attended numerous workshops over the past five years; among these are Advanced Placement workshops, curriculum mapping, local EOC training, Skyward training, AVID training, Collins Writing workshop, FSA writing and academy workshops, data analysis, and vertical alignment training, with the district funding their participation.

The DCHS budget is determined at the district level. Departments are allocated funds for supplies and teaching materials. A bookkeeper, who is on site, regulates the collection of monies, purchase orders and other financial transactions through a clearly devised process. Financial procedures follow the state financial handbook and federal regulations.

A district maintenance crew oversees the facilities and buildings. Maintenance records are stored at the district office. Classroom inspections are conducted annually, and any areas of concern are noted. If at any time a problem is detected on campus, a maintenance order can be placed using the "Requisition for Work and Services" form. The NEFEC Safety Coordinator inspects the buildings and facilities annually, and fire equipment is inspected monthly.

Campus safety is integral to the DCHS mission. Over the past few years, a committee comprised of staff, students, community officials and district personnel developed a comprehensive safety plan, Office of Program Policy Analysis and Government Accountability (OPPAGA), and revised the drug implementation plan. The following changes occurred based on the work of this committee:

- Relocation of student and staff parking
- Revised check out policy for students
- Increased teacher supervision
- A random drug testing policy and procedure for all personnel and students
- Scheduled mock crisis drills to update site plan methods
- Scheduled mock dramatizations in areas such as drinking/drug taking while driving and texting while driving
- Addition of School Guard App for Emergency Notification (added spring 2016)

Each classroom posts a campus map with specific routes to follow in case of an emergency and a flip chart that designates procedures for emergencies. Each teacher is required to keep a red and green card in their notebook along with a copy of their class rolls to expedite the process of locating potential hazards such as missing students in the event of an emergency. DCHS participates in fire drills, inclement weather drills and red alerts. Surveillance systems are in place throughout the campus. The School Guard App is frequently tested, verifying that all employees efficiently receive emergency notifications.

DCHS houses a clinic with a full-time nurse. The clinic distributes brochures regarding health issues, conducts screenings for vision and hearing, administers first aid, issues prescribed medications and coordinates medical needs with health care providers. DCHS has two defibrillators on campus; one is housed in the clinic, the other, in the physical education office. CPR certification classes are routinely offered. Seven DCHS faculty members are currently certified in CPR.

The guidance department consists of one guidance counselor, one teacher on special assignment working as testing coordinator, and a data entry person. The guidance department supports students through college and career planning, schedule planning, provides computers for student research, hosts parent nights to disseminate information and conducts classroom presentations for course planning. The department's link on the DCHS's website provides a variety of information for students and parents. The department also distributes

publications in the form of newsletters and brochures to support students and parents in decision-making and planning. The guidance department has been instrumental in promoting the PSAT and SAT testing by offering a SAT School Day, as well as two local Saturday testings, using the DCHS campus. The department also offers ACT testing throughout the year. The guidance department works in conjunction with local vendors and organizations to increase opportunities for students. The department also works with Florida Gateway College, Santa Fe College and Embry Riddle to allow students the opportunity to earn college credits toward their associate and bachelor degrees. In addition, the guidance department oversees the students' community service activities.

A specific process is in place to address students with special needs. ESE records are transferred from the middle school to DCHS for incoming grade 9 students. These records include test scores and possible placement options which are reviewed at IEP meetings. Students who transfer to DCHS from other districts or states are evaluated based on their transcripts. The IEP team reviews the transcripts and then develops a plan to meet the student's needs. New student referrals are based on Rtl procedures that identify testing, placement and correctional actions. Student data drives all DCHS resources and support systems.

DCHS prides itself in the unique hands-on experience that its vocational academies provide. One recent addition to this program is The Academy of Criminal Justice (CJ). Criminal Justice students have played an important role in providing security at various school sporting events, giving them a chance to experience actual patrol techniques. Guest speakers to include local law enforcement officers to present the "Know The Law" program, professors from nearby colleges to deliver specific forensic science demonstrations, and Assistant State Attorneys and Public Defenders from the 3rd Judicial Circuit to speak about the Constitution. This program also includes exercises involving a "retired" patrol car donated from the local Sheriff's Office. Through the CJ Academy, students have the option to join the accompanying student organization known as Florida Public Service Association (FPSA). Active members of FPSA train extensively for various competitions that frame real-world events that would be experienced in a criminal justice career field.

During the 2015-16 school year a STEM Academy was added to the course offering of DCHS. This year DCHS has teamed up with Emory Riddle Aeronautical University to offer our students course work in Aerospace Technology as well as Dual Enrollment classes including: Principles of Aeronautical Science and Unmanned Aircraft Systems. Through these courses students are exposed to a variety of career choices within aviation and aerospace. Guest speakers have included local pilots, including military, commercial and private pilots. Our students have been invited to tour the local airport as well as participate in the area fly-in/air show this spring. Students have also participated in the Florida Astronaut Challenge and Science Olympiad events. Currently students can receive certification in Unmanned Vehicle Safety. We are interested in growing the program to include Private Pilot Operations course work that would lead to Private Pilot certification for our students. Through local connections we are looking to further expose students to opportunities within the aviation and aerospace fields.

The introduction of new technology has been a focus area in recent years. New technology personnel were hired, and a technology plan has been created, which is something that was not evident five years ago. This technology plan will also contain goals for each school in the district as well as budgetary guidelines. Policies and procedures regarding acceptable use for student and staff have been developed which outline how new technologies will be utilized properly. In keeping with the Department of Education's goal to have a one-to-one device ratio, Chrome books have been purchased which will be implemented to all ninth and tenth grade students, with the eventual goal of every student possessing a tablet.

The library was deemed a required action in the 2011 quality assurance review; therefore, special attention was taken to rectify the problem. The first action was to hire a certified media specialist with a Masters in Library Science and Information Studies with an emphasis in school media from an American Library Association (ALA) accredited institution. The first upgrade was to purchase the Destiny Library Management system which updated the Follett Circulation Plus software and allowed for catalog access at any online venue. She then purchased Follett cataloging support for assistance in learning the software.

Beginning with a collection analysis on Follett's Titlewave System, the media specialist determined the average age of the collection and circulation statistics. From this information it was apparent that the nonfiction collection was 100% out of date. The entire nonfiction collection was extensively weeded. The reference collection was selected as the primary target for development. The 2014 Worldbook Encyclopedia was purchased; the previous Worldbooks were from the year 2000.

In an effort to transition to online reference databases rather than exhausting funds on the print nonfiction, the media specialist contacted the Department of Education and created a private link for DCHS to the Florida Electronic Library. To secure additional funding, she advocated for funding support from the Dixie County Rotary, who donated \$700 dollars to new library materials for students. She then reached out to neighboring schools for advice and worked with a mentor librarian from Suwannee High School who made several visits to DCHS library and provided important professional contacts and assistance in creating a plan for additional upgrades. A professional library was recently added for staff members, consisting of professional publications, DVDs, and an extensive set of classroom novels for teacher checkout.

DCHS transitioned from Ebsco magazine distributor to Popular Subscription Service in an effort to reduce cost of magazine subscriptions and to prompt better service. The order was streamlined to reduce redundancies in magazine genres and subscriptions were added professional publications (science, math, English teacher, School Library Journal, etc.). She weeded the outdated non-fiction books from the reference collection in an effort to increase the average collection age to the year 2000. A variety of non-fiction books were purchased from two preview book companies (Knowbuddy Reads and Lookout Books). Titles included current biographies and an entire series of Opposing Viewpoints books about very popular current issues such as "Global Warming" and "School Uniforms."

The media specialist set up several meetings with additional book companies, such as Sebcos Books as potential vendors to purchase e-books with simultaneous and universal access. In an effort to better suit the needs of the dual enrollment population and increase attendance, the library conference room was renovated into a lab equipped with computers to be used for the dual enrollment and virtual school students.

She joined professional organizations such as Florida Association for Media Education and subscribed to digital resources such as LM_NET listserv, several RSS feeds, and the library link of the day.

In spring 2016, the DCHS library was offered a partnership with the local public library, Three Rivers Regional Library System, which services Dixie, Levy, Gilchrist, and Taylor County. This union provided a new opportunity for students; the ability to receive a teen library card free of charge that would provide access to thousands of e-books and audio books through Overdrive. This partnership works well with the new summer reading program, which requires students to read a novel and complete activities during their summer break. There is also an available app for Overdrive which will allow students to read from their Chrome books, cell phones, Ipads, and all other electronic devices.

Through the analysis of the Standard 4 indicators, the Standards 4 Committee determined that Standard 4 is a 3.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Accreditation Report

Dixie County High School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•Agendas, minutes of meetings related to analysis of data•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Survey results•Executive summaries of student learning reports to stakeholder groups	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

DCHS began its Self-Assessment in June 2012. A timeline was established at this time, and standard committees were formed. The initial timeline is listed in the Steering Committee minutes folder, along with the minutes of the Steering Committee minutes. The standard committees began meeting on a regular basis during the 2012-2013 school year for organizational purposes and to review the Quality Assurance Team report with regard to the respective standard. Surveys to the school's constituencies were administered, first paper/pencil in 2013-2014 and in 2014-2015, and then the eProve survey in 2015-2016. Students completed the surveys in their respective English classes, faculty during faculty meetings in January and parents during parent conference nights. The eProve survey was administered to students through English classes and to the faculty during a faculty meeting in January. Parents were contacted through a letter sent home and through an all call. The link for the survey was housed on the district web site.

Since the 2011 Quality Assurance Review, DCHS has experienced changes in leadership in the district office positions and three changes in the principal position. While these changes have posed challenges, this Self-Assessment process has provided specific insight into addressing these challenges. Based on the research and analysis that is required to complete the Self-Assessment, DCHS has addressed the following:

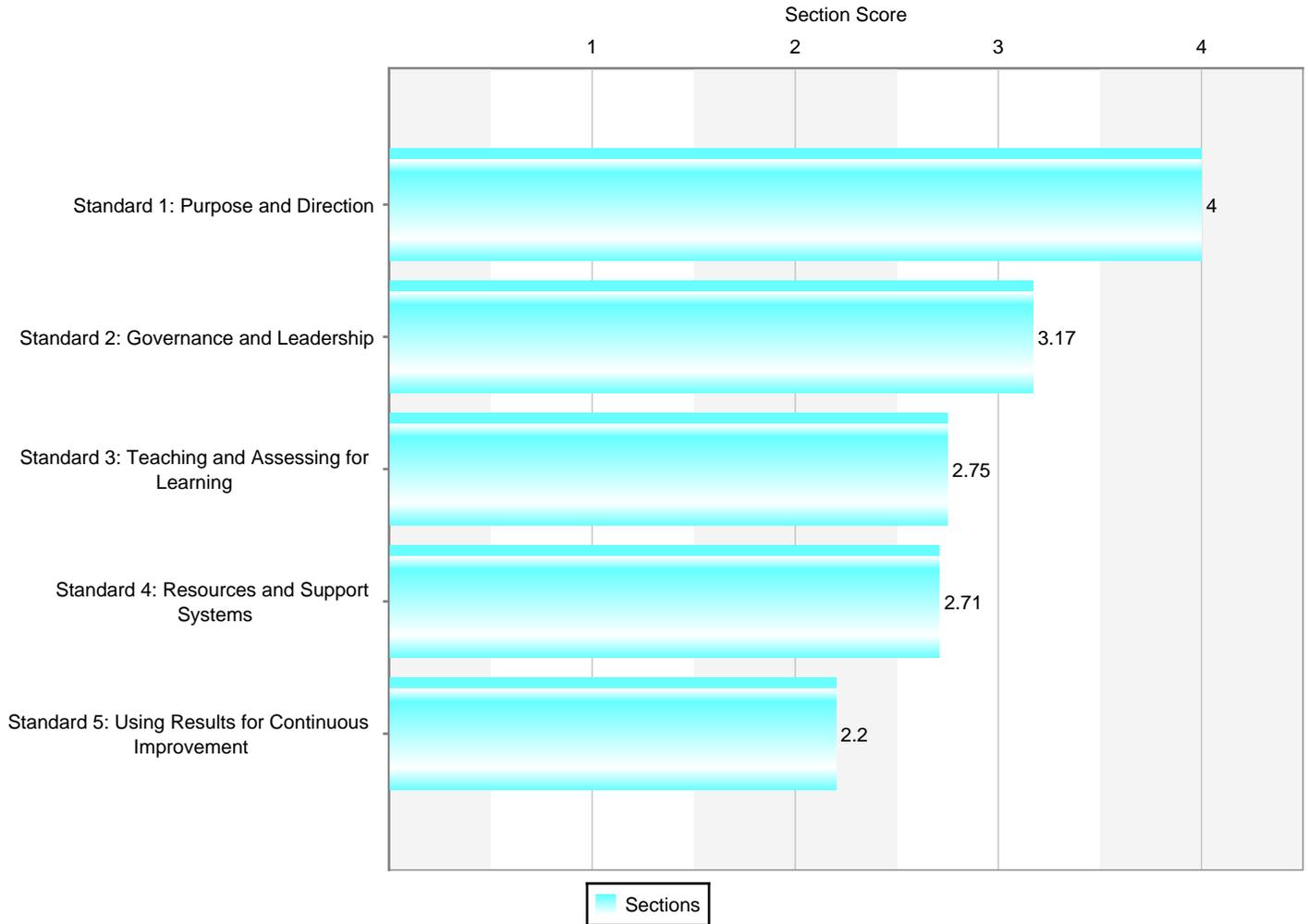
- Improving the school grade continues to be a focal point. While DCHS has achieved success with moving from a "D" school to receiving two "A's" and three "B's," DCHS did receive a "C" rating for the 2015-2016 school year. While DCHS has made outstanding strides in the graduation rate, gains in the lower quartile students in reading continue to plague the school, and math scores have shown decline. The administrative staff has developed a more succinct process to analyze data that will provide the impetus for course planning that increases the academic rigor and provides meaningful activities for students to think critically. Grade level teams now meet once a month to review student data and to discuss teaching strategies that will increase student success. Students who are in the lower quartile are enrolled in reading classes to assist in strengthening their reading skills and to adopt sound reading strategies. Students, who have learning challenges, are often involved in one-on-one or small group settings to provide opportunities for them to be successful and get additional assistance.

- Improving attendance is a continual struggle. Over the past five years, DCHS adopted the current policy that is outlined in the student handbook. Based on interviews and teacher attendance records, attendance has greatly improved. During this time period DCHS has hired a person responsible for attendance data who has worked collaboratively with the administration, teachers, parents and guidance counselors to monitor absences and to alert students who may be in jeopardy of a failing grade based on their absences.
- Campus safety is integral to the DCHS mission. During the 2014-2015 school year DCHS purchased the app SchoolGuard as a method to alert faculty and staff of any deleterious situation on the campus. All school personnel has installed the app on their cell phones, and administration had orchestrated several testing opportunities to ensure the system is functioning well. DCHS has specific safety strategies in place should a situation arise that compromises the safety of the students, staff and faculty. DCHS has increased teacher supervision throughout the campus during school hours. DCHS also employs a random drug testing policy and procedure for all personnel and students.
- Creating a culture founded on student thinking and engagement will be a focal point to guide the school's academic programs. This focus is paramount to student success in not only college and career but also strong community members. DCHS has promoted district-wide vertical alignment of the curriculum in the core subjects, which, hopefully, will occur in the near future. The school will renew the curriculum mapping initiative which the school initiated four years ago. Teacher lesson plans will follow a consistent format that will focus on academic rigor and independent thinking. Dissemination of data will be a formal process to increase aligning data results with student needs. Data will be discussed on a regular basis in department meetings and in grade-level meetings.
- To strengthen stakeholder involvement, DCHS adopted Skyward, an online system where stakeholders can review trends in the school. School information is published in the newspaper for all stakeholders to review. DCHS hosts an "Open House" and two parent conferences in October and March to provide venues for parental and student involvement. The school's website provides avenues for stakeholder involvement and increased knowledge of the school's programs. The School Advisory Committee (SAC) is consistently discussing ways to increase parent and student involvement. Students who hold presidential positions in extracurricular activities are strongly urged to attend SAC meetings. Take Stock in Children provides stakeholders to become student mentors. Most sports teams have at least one person from the community on the coaching staff. The DCHS student clubs provide opportunities for stakeholders to participate. Each committee for the Self-Assessment engaged parents, students and community members in the assessment process.
- Teachers engage in a variety of activities to develop professionally. Teachers review and revise their individual professional development plans annually. Teachers attend workshops regularly and then collaborate with their subject colleagues or the entire faculty, based on the workshop focus, as to what learning they gained. Teachers have visited high performing schools to gain insight in additional ways to increase student achievement. Teachers have attended College Board workshops and AVID training. Professional development is an ongoing process with a need to target 21st century goals and methodology and a need to promote collaboration in building strong programs focused on student success in the 21st century.
- Data review is a key element in identifying at-risk students, as well as significant subgroups who are experiencing challenges, in shaping the curriculum, in determining professional development needs and in implementing programs to address student achievement. Both administration and faculty review data in an ongoing process throughout the year. Administrators review data at faculty meetings and often visit department and grade-level meetings to become part of data discussions. Department and grade-level meetings provide an avenue for data discussions and the effectiveness of assessments instruments. The data discussions assist teachers and administrators in determining the effectiveness of the current assessments and what changes need to occur to meet the needs for student achievement. Once data is reviewed and assessed, the analysis is used to monitor student performance, to determine curricular adjustments, to plan intervention, when necessary, and to target specific areas for professional development. Teachers have attended workshops in methodology to include problem solving and critical thinking skills activities into their curriculum, to increase writing across the curriculum and to implement 21st century skills into teaching methodology. Data analysis is an ongoing process of monitoring and training. DCHS recognizes its past challenges and is working diligently to maximize student learning, preparing them for the 21st century.

Through the analysis of the Standard 5 indicators, the Standards 5 Committee determined that Standard 5 is a two.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The survey results are located in the attachment below.	Stakeholder Survey Analysis

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The areas that indicated the overall highest level of satisfaction are the school providing challenging curriculum and learning experiences, providing a highly qualified staff and providing high quality student support services.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The areas that show a trend toward increasing stakeholder satisfaction are using student data to address unique learning needs, peer coaching and teachers using technology.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The findings that are consistent are monitoring data, providing high quality student support services, providing high qualified staff and using instructional time and resources to support school goals.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The lowest level of satisfaction are in the areas of technology support of student learning and the school's operational needs, instructional strategies that require student collaboration and family engagement in their children's learning progress.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

These areas focus on a technology plan to support the school's programs and student learning and student collaboration regarding instructional strategies.

What are the implications for these stakeholder perceptions?

Technology issues have plagued the school for several years. Areas such as band width to support the laptop carts and computer availability have promoted several complaints. In the 2015-2016 school year a new technology coordinator was hired to address the technology issues. He has made great strides in providing better support.

The incorporation of Skyward has provided better communication between parents and the school regarding learning progress. The software provides the parents the ability to check their child's progress daily.

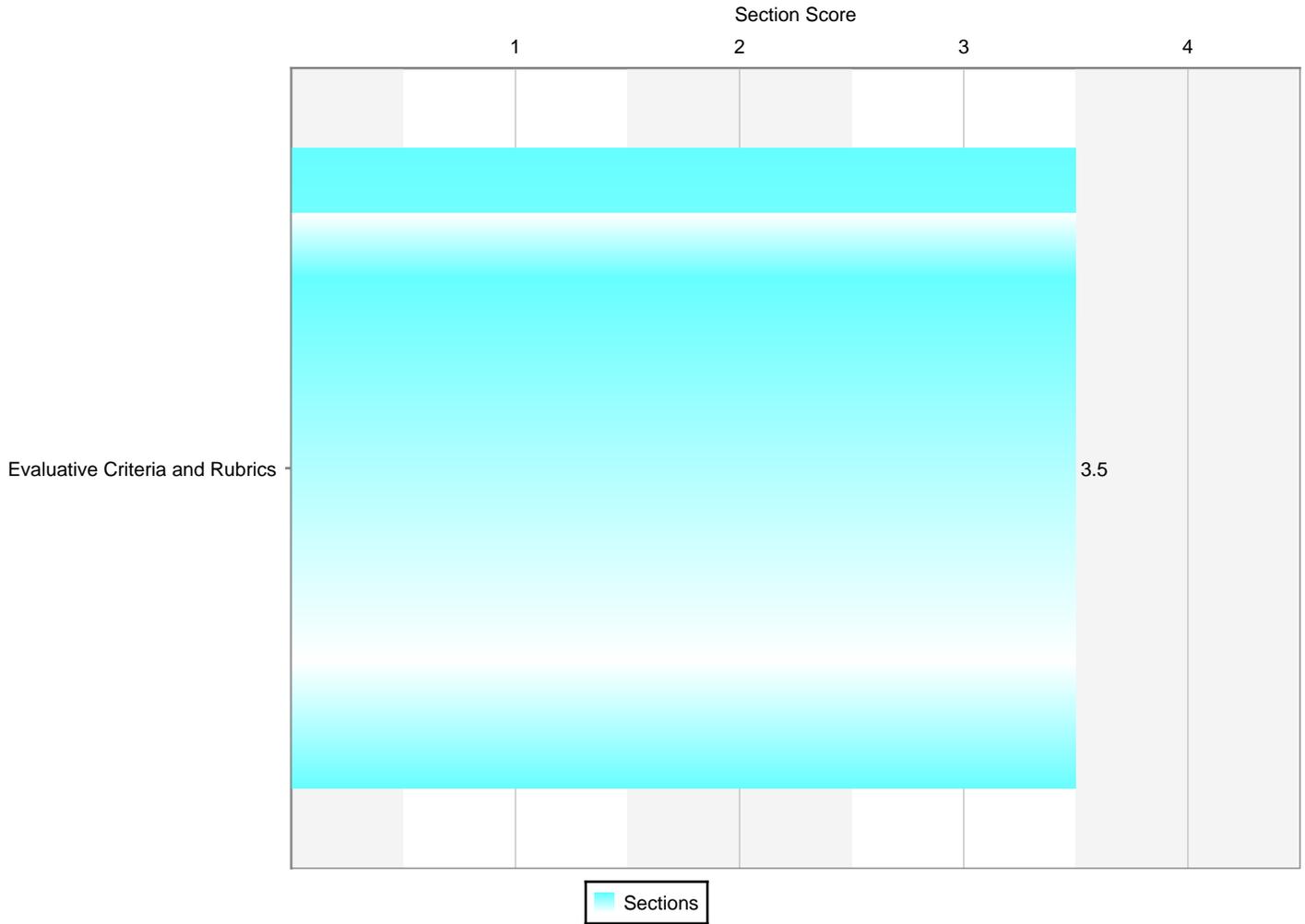
DCHS is increasing the student participation in SAC and on the standard committees to gain student input on learning activities.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The findings regarding technology is consistent.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Additional student performance data is provided at the link below.	DCHS Student Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The areas that are above the expected levels of performance are college readiness in reading and mathematics, dual enrollment success and graduation rate.

Describe the area(s) that show a positive trend in performance.

The areas that shows a positive trend in performance are percentage of Industry certifications passed, college readiness in math and reading, and graduation rate.

Which area(s) indicate the overall highest performance?

The areas that indicate the overall highest performance are college readiness in math and reading, and graduation rate.

Which subgroup(s) show a trend toward increasing performance?

All subgroups show a trend for increasing graduation rate.

Between which subgroups is the achievement gap closing?

Females are closing the achievement gap in Science and ELA Achievement

Which of the above reported findings are consistent with findings from other data sources?

These findings are consistent with Florida School Grade Data, No Child Left Behind, and College Board

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Reading and Math growth are below expected levels of performance. Reading and Math achievement are below expected levels of performance.

Describe the area(s) that show a negative trend in performance.

Math is showing a negative trend in both growth and achievement. Reading is showing a negative trend in growth.

Which area(s) indicate the overall lowest performance?

Math achievement and growth indicates the lowest overall achievement.

Which subgroup(s) show a trend toward decreasing performance?

Disable and male students show decreasing performance in reading. Disabled students show a decrease in math. Males show a decrease in science performance.

Between which subgroups is the achievement gap becoming greater?

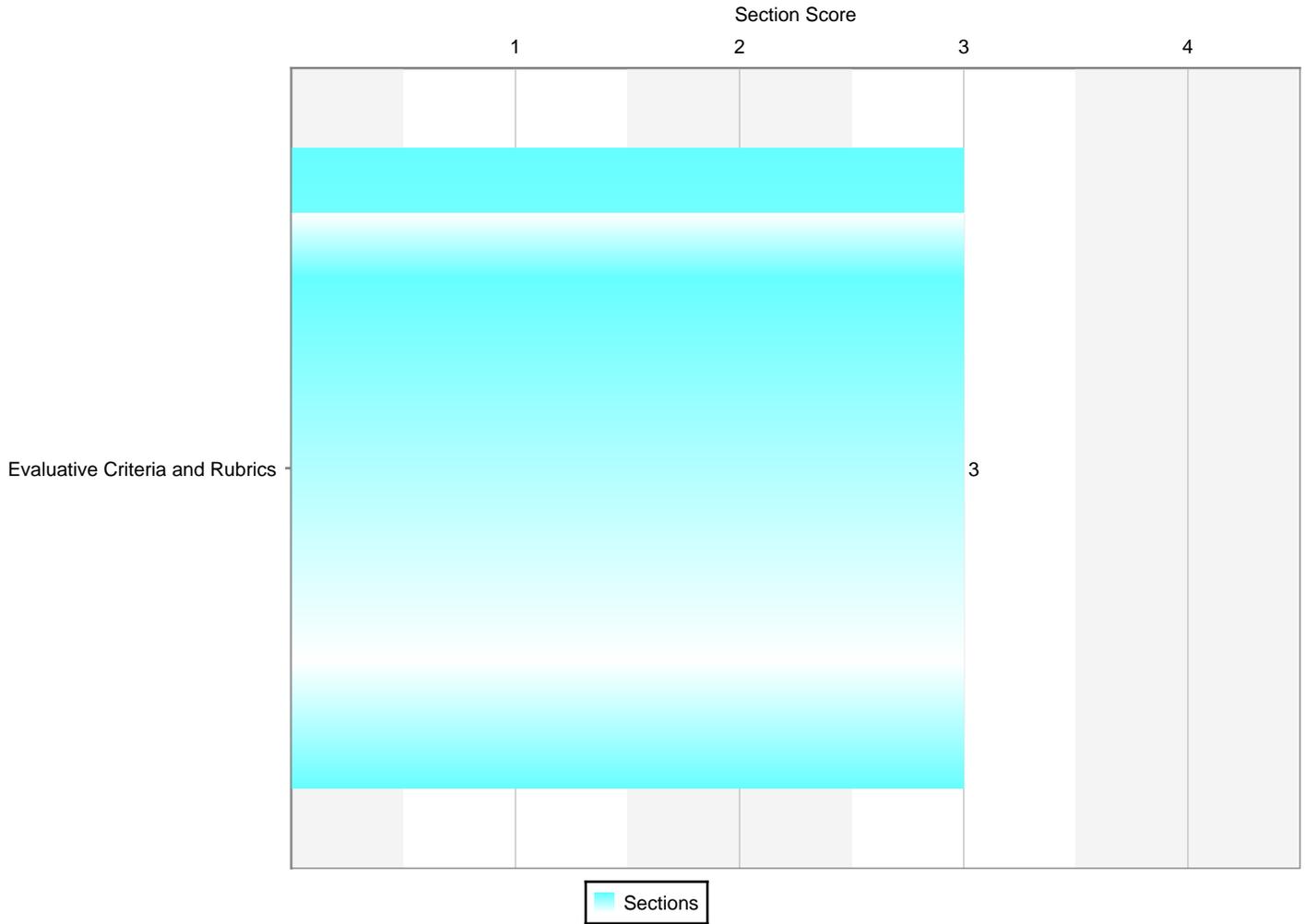
The achievement gap is becoming greater for disabled students.

Which of the above reported findings are consistent with findings from other data sources?

These findings are consistent with Florida School Grade, No Child Left Behind, and College Board.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes	<p>Updated Vision/Mission statement District Directors, Principal, Assistant Principal, Guidance Counselor have changed Removed CTE: Auto Mechanics Addition of CTE programs in progress: Aerospace and Computer Programming Addition of S.T.E.M. Club</p>	

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		security and crisis management plan

Accreditation Report

Dixie County High School

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	The district has financial procedures implemented to provide accuracy in all financial transactions through School Board policies and Business Services procedures. Accounting accuracy and reliability is achieved by adherence to FLDOE redbook, state laws, and federal laws which are built into the current Skyward accounting software system. Various accounting reports including the budget, annual financial report, and cost report are monitored by the Florida Department of Education. The district's financial statements are audited annually by the State of Florida Auditor General.	Financial Transactions

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		DCHS School Improvement Plan

Plan for Accreditation Report

Overview

Plan Name

Plan for Accreditation Report

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source