

**DEKALB COUNTY SCHOOL DISTRICT  
2018 CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP) TEMPLATE DIRECTIONS**

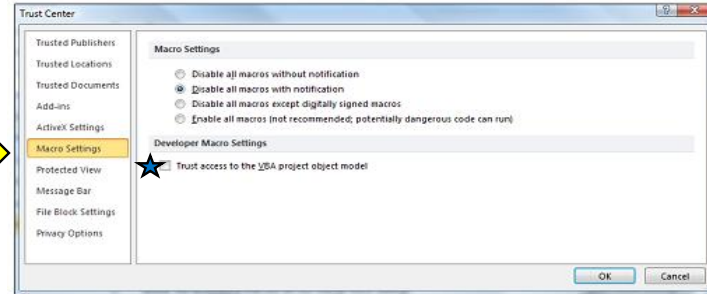
**These directions are provided as a quick guide and complement the Support Sessions offered and the DCSD CSIP Screen Cast.**

**ALL SCHOOLS**

To allow full use of the template as it is designed, such as selecting multiple items in a drop down menu, it is important to know that when macro settings in the Trust Center are changed, they are only changed for the Microsoft Office program that you are currently using. The macro settings are not changed for all your Office programs. Therefore, please check your settings using the steps below to ensure proper functioning of the file.

Change macro settings in the Trust Center.

1. Click the File tab.
2. Click Options.
3. Click Trust Center, and then click Trust Center Settings.
4. In the Trust Center, click Macro Settings.
5. Select the box that allows access to the VBA Project object mode.
6. Click OK.



If you need further assistance email [CSIP@dekalbschoolsga.org](mailto:CSIP@dekalbschoolsga.org) and a helpdesk ticket will be entered for you.

All schools will complete the following worksheets/tabs:

1. Cover Sheet
2. Data Analysis/Comprehensive Needs Assessment
3. Priority Areas (up to four)

To save your template always use File, "Save As" : FY19-21 CSIP.xlsm. You must save your template as a macro-enabled template to retain the functionality of all the macro enabled features.

It is imperative that the following steps are followed for the template to work. These steps will ensure you save a macro enabled workbook:

1. Click the File tab and then choose Save As. The Save As dialog box appears.
2. Enter a filename "FY19-21 CSIP" and select a location for your workbook. It is best to save in the p:drive to maintain functionality.
3. Click the "Save as Type" drop-down arrow. A list of file types appears.
4. Select Excel Macro-Enabled Workbook. Excel adds the .xlsm extension to the filename.
5. Click Save.

### **Cover Sheet**

- From the dropdown menu, select your school's name. Your school name, school number and address will auto populate on this page and all other places throughout the document where needed.
- Type
  - Principal's Name
  - School's Vision and Mission Statements (you can also paste into the formula bar).
- List:
  - School Improvement Team Members' positions and names

- Enter the date when the school council approves the CSIP
- Enter the dates(s) when modifications are made once your plan is approved. You can either keep a list of dates to demonstrate your school is following the continuous improvement process or each time you made a change and save the file, you can enter the dates of the revision.

## Data Analysis/ Comprehensive Needs Assessment

- Complete questions #1 through #4 based on the discussions with School Improvement Teams, grade levels, stakeholders, etc. Reference your CSIP Participant Guide for samples and guidance.
- From the review of the data, select up to 4 Priority Areas. These Priority Areas are the overarching areas the school is working to address. Examples include Literacy in all grade levels, Math, Attendance, Culture, etc.
- For each Priority Area listed in the Data Analysis/ Comprehensive Needs Assessment worksheet, a Priority Area Worksheet must be completed within the template. Information included in the Priority Areas autofill in each Priority Area Worksheet.

## Priority Area Worksheets

- On each Priority Area worksheet, enter a SMART Goal and Performance Measures.
- Next you will select the DCSD Strategic Plan Alignment area that supports the Priority Area.
  - First, click on the cell.
  - Press the DEL (delete key).
  - Then select the appropriate goal from the dropdown menu.
- For each Priority Area, up to three (3) Improvement Strategies can be included. Within the improvement strategy area, state what will be implemented to help achieve the SMART goal.
- For each Improvement Strategy, list the Action Steps that support the Improvement Strategy. Use the Participant's Guide (page 25) to help identify Action Steps that address structures/process, monitoring for fidelity, resources, professional learning, family engagement, and personnel.

A variety of sample Action Steps are offered below for the purpose of sharing action steps that are commonly used. A note of caution, these examples are not always related to one another, in that the samples are not all related to Guided Reading or Guided Math, but they can be used as samples for other actions steps.

### Structure/Processes:

- Review and adjust, if needed, the master schedule to ensure appropriate time to implement Guided Math.
- Develop and implement a process to identify students for flexible grouping that address how students will move between groups based on data.

### Monitoring for Fidelity:

- Establish a process for the administrative team/coach/IIS to monitor teachers' implementation of *the school improvement strategy* and provide specific and timely feedback to teachers.

### Resources:

- Select appropriate leveled readers for students to use in flexible groups.
- Students and teachers will use various math manipulatives to support learning of math standards and objectives including, but not limited to graphing calculators and geometric models.
- Students will utilize interactive notebooks in each core content class. Notebooks will include personalized vocabulary word walls so students have a resource meeting his/her needs to gain academic language.

Professional Learning:

- Teachers will participate in SIOB training for all 10 components by the end of the school year. The consultant will offer professional learning once a month to all teachers focusing on a SIOB component and will scaffold with each additional component. Teachers will use the strategies in each PL in lesson planning and delivery. Administrative team and coach/ISS will provide feedback to teachers ensuring the appropriate use of the strategies.

Family Engagement:

- The school will offer two events (one each semester) focusing on how families can support literacy. Sessions will be planned based on survey results for the best times for families to meet. Students will lead teaching sessions for families demonstrating their academic knowledge. Grade levels will create resources for families to use outside of school.

Personnel:

- The Academic Coach/ISS will attend SIOB training with teachers and establish an observation schedule so that all teachers receive feedback regarding the "component of the month." If additional support is needed, the coach will schedule time with teachers to focus on specific areas to enhance the implementation of the components and/or features.
- Daytime tutors will provide supplemental learning opportunities for identified students based on multiple data points. Based on students' data the tutor may use a remediation model providing support to students after academic content already presented or to front load information as a preview of the content as opportunity to build background knowledge.

**For Title I Schools:**

- Positions: If Title I funds are used to support positions, complete the personnel tab and be sure you include what the position will do as an action step, but do not allocation funds. Positions included in the Position tab are automatically reflected in the budget.
- Tutors: If Title I funds will be used to support Tutors, include an action steps describing what the tutors will do, how students are identified, the times of tutoring, etc. Do not allocate funds with the action step. Use the Tutor worksheet to budget for the positions. Information from the worksheet are automatically reflected in the budget.
- For each Action Step, include the position or person responsible for the completion of the action steps. The "other" column is option and for school use. Some schools may elect to use this section to provide a timeframe to help with monitoring.
- The remaining columns will auto fill, if applicable, with information entered in subsequent worksheets.
- ***The process outlined above will be repeated for all Priority Areas that were named in the Data Analysis/Comprehensive Needs Assessment Worksheet.***

## ALL TITLE I SCHOOLS

### Title I Worksheets

Title I funds support the implementation of the CSIP. In the Title I Worksheets, schools will demonstrate how their Title I funds are supplementing the general and state funding allocated and show alignment of the action steps to Title I (required components). For each Action Step, identify a Title I component even if funding is not allocated.

#### Priority Area, Improvement Strategies, and Action Steps

- These areas auto-populate from information entered on the Priority Area worksheets.
- No action is needed in these cells.

#### Title I Components

- Select the Title I program requirement
  - Click on the cell.
  - Press DEL (delete) key to clear the menu.
  - From the drop-down menu, choose one of the required Title I components that accurately supports each Action Step.
- In order to have a federally compliant Title I section of the Continuous School Improvement Plan, all required components must be addressed in at least one of the Priority Area Worksheets. Review the Title I Program Checklist to ensure all components are addressed somewhere in the plan.

#### Budget Category

- If Title I funds are supporting the Action Step, select the appropriate budget category from the dropdown menu. Up to three budget categories may be selected to support each Action Step.

#### Budget Code

- This cell auto-fills based on information selected in the budget category column.

#### Amount

- Enter the amount of Title I funds budgeted to support the Action Step.
- For tutors and positions, no budget category, code or amount is needed. Funds budgeted to support position(s) and/or tutors will be reflected on the Title I Tutor Salary Worksheet and Title I Position Salary Worksheet and summarized on the Title I Budget tab.

#### Total Federal Funding for Action Step

- No action needed. This cell auto-fills based on the information provided in the budget category cells and budgeted amounts.

#### Professional Learning

- Follow directions for columns as stated above and ensure the action step(s) provide details of the professional learning, such as (1) who is providing the PL, (2) who is participating in the PL, (3) when is the PL occurring, and (4) what are the plans for redelivery, when appropriate. Monitoring and fidelity must also be addressed within the action step to determine the effectiveness of the PL.

#### Parent and Family Engagement

- Demonstrate how the action step addresses the required Parent/Family Engagement components. To be able to select multiple items in the dropdown menu,
  - First, click on the cell
  - Next clear the contents by using the DEL (delete) key.
  - Then click on as many requirements that the action step addresses.
- In order to have a federally compliant Title I Parent and Family Engagement CSIP, the required 13 components must be addressed at some point in the plan. Use the Title I checklist to help ensure all are included in the CSIP.

- Follow directions for remaining columns as stated above for the budget information.

## Tutor Worksheet

This worksheet allows schools to accurately budget for daytime and after school tutors.

### Person's Name or Vacant

- Enter the name of the tutor or vacant, if not yet known.

### Daytime or After school Tutoring

- From the drop down menu select the appropriate choice for the tutor.

### Regular DCSD Employee

- If the tutor is a current DCSD employee, select YES from the drop down menu.
- Otherwise, select NO.

### Title I Paid Hours per Week

- Enter the total number of hours per week; not to exceed 28.5.
- NOTE: For tutors who may be employed in multiple schools, the MAXIMUM number of hours they are eligible to work is 28.5.

### Total Number of Weeks

- Enter the total number of weeks the tutor will work throughout the school year.

Remaining columns will auto-populate based on information provided in the previously described columns and be summarized in the Title I Budget Tab.

## Title I Position Salary Worksheet (1-8)

This worksheet allows schools to accurately budget for Title I paid positions.

### Person's Employee Number, if known

- Enter the employee's EID, if known. If vacant position, leave blank.

### Last name of the Title I Paid Position

- Enter the employee's last name as it appears in the all district systems. If the person is not hired yet, type VACANT.

### First name of the Title I Paid Position

- Enter the employee's first name as it appears in the all district systems

### Position name

- From the drop down menu, select the position.

### Position/Job number

- Enter the position/job number, if known.

### Grade Level and/or Subject

- List the grade level(s) the position will serve (if multiple grades served, include them i.e. K-2, 6-8, 9-12). If the position is not grade level specific but it is subject specific, provide that information such as HS ELA, HS Math, or Kindergarten.

### Subject(s) Licensed

- To ensure the Title I paid position meets the state's determined professional qualifications.

### Certified or Non-Certified

- From the drop down menu, select the category.
  - Certified includes teachers and academic coaches
  - Classified includes data clerks, parent liaisons, paraprofessionals

### Years of experience

- From the drop down menu, select the number of years the employee has earned to the salary is calculated correctly. Be sure to add a year from this year's figure because you are budgeting for next school when the person gained another year of experience.

### Certificate Type/Pay Grade

- From the drop down menu, select the appropriate category so that the salary calculates correctly.
  - Teachers and academic coaches will be selected from Bachelor, Master, Specialist, or Doctorate
  - Classified personnel are based on position and days employed. We sure you select the correct item.

### Months

- Type the number of months the person is employed. Typically the person is employed for 10 months even if the person is paid for 12 months.

### Regular DCSD Employee

- From the drop down menu, select YES if the person is not retired or was not previously retired. This impacts the retirement calculations.

### % Title I paid

- Type in the amount that Title I is paying. In most cases, Title I is paying 100% of the salary, so 100 should be typed.

### % Paid by other

- Type in the amount that other funding source is paying towards the salary of the position. If Title I is paying 100%, then 0 is entered here. If an amount other than 100% was enter in % Title I paid, this section must be completed.

*The remaining rows for each position will be calculated and the salary and benefits will be summarized in the Budget Tab.*

## **Title I Schoolwide Budget Sheet**

- Summarizes how Title I funds are budgeted to support Action Steps and to supplement state and local resources.
- Carefully review that the minimum set aside amount for Parent and Family Engagement is met.
- At the bottom of the page, "Difference" should be zero.

## **Signature Page**

- All meetings discussing the Continuous School Improvement Plan must be documented; therefore, a sign-in template is provided. This is a resources that you can use if you choose, it is not required.



# CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

<b>School Name</b>	<b>Dunwoody High School</b>	<b>School Number: 535</b>
<b>School Address</b>	5035 Vermack Road, Dunwoody, GA 30338	
<b>Principal</b>		
<b>District Name/State Local Education Agency (LEA) Number</b>	DeKalb County School District (644)	
<b>Date of Initial Local School Council Vote of Approval</b>	11-May-22	
<b>Date of Last Review/Update</b>	10/28/22	
<b>Principal Signature</b>	_____ (Signature On File)	
<b>Director of Title I Signature</b>	_____ (Signature On File)	

School Vision and Mission Statement
<b>Vision Statement</b>
The vision of Dunwoody High School is encompassed in the acronym Wildcat P.R.I.D.E.: that all students, parents, teachers, staff members, and administrators will take Personal Responsibility In Developing Excellence.
<b>Mission Statement</b>
Our mission is to ensure the success of all students, to enable them to become lifelong learners, and to be productive members of an increasingly diverse society.

District Strategic Plan Goal Alignment
<b>DCSD Goal Area I: Student Success with Equity and Access</b>
<b>DCSD Goal Area II: Stakeholder Engagement</b>
<b>DCSD Goal Area III: Staff Efficacy and Excellence</b>
<b>DCSD Goal Area IV: Internal and External Communications</b>
<b>DCSD Goal Area V: Organizational Effectiveness and Efficiency</b>

School Improvement Team Membership	Name
Principal	Tom Bass
Parent Representative	Amy Ryan, Kimmy Lennards, Fran Bartel, Alegria Johnson
Assistant Principals	Andrew Jameson, Stacey Blake, Larryssa Harris, Maria Jiram, Amiraht Lester & Chester Smith
Head Counselor	Luke Ingram
CTAE Instructional Leader	Rose Thomas
ESOL Instructional Leader & ESOL Paraprofessional	Hannah Stewart & Araceli Gallegos
ELA Instructional Leader	Vernon Ritchey
Fine Arts Instructional Leader	Taylor Rodgers
Math Instructional Leaders	Mary Sturken
Science Instructional Leader	Allison Ingram
Social Studies Instructional Leader	Michael Berry
World Languages Instructional Leader	Clarissa Adams
Special Education Instructional Leader & LTSE	Rose Abraham & Colleen Conway
Building Engineer	Preston Loggins
SGA President	James Mattison

## SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

### 1. List the data used to identify valid needs for improvement (demographics, student learning, process, perception).

Student attendance, End of Course Assessments, Student demographics, CCRPI data, Climate surveys, MAP, ACCESS

### 2. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths? Provide a narrative, identifying trends over the past three year, and tell your school's story (no charts and graphs).

Dunwoody HS is a diverse school with high performing students in which both parents and the community are active participants in the achievement of the school. We have a student body of 2,068 students that is 53% Hispanic / Latino, 0.42% American Indian / Alaskan Native, 9.85% Asian, 11.22% African American, 0.1% Hawaiian / Pacific Islander, 22.57% Caucasian, and 2.85% Multi-Racial. Economically Disadvantaged students defined by qualifying for free or reduced lunch account for 25.9% of the student body. English Language Learners account for 12 % of the student body, Students with Disabilities account for 9.3% of the student body, 35% Gifted Students account for the student body, and 29 students are virtual.

In order to appropriately schedule students into the correct courses and level of courses, the Counseling Department and Assistant Principal of Instruction conduct grade level meetings with parents and students during the fall. In those meetings students are advised on the scheduling process in general. The students then complete course request forms prior to the end of Fall Semester and turn them in to the Counseling Office. In January, students meet with the counselors in small groups with parents invited to attend, during which students receive advisement and enter their course requests from their course request forms into Infinite Campus. Each student's counselor reviews their course requests for accuracy, appropriate levels of courses, correct number of courses, and graduation requirements. The students are issued course request verification forms in early February to verify accuracy and to make changes to requests. Once those corrections are made, simple tallies for each course are used to project the number of sections of each course that are needed, and the number of teachers needed for each subject area for the following school year are projected. For rising 9th grade students, the 8th grade teachers at Peachtree Charter Middle School make recommendations for core classes and levels, and the students and parents select electives. Over the years, DHS has been recognized by the Governor's Office of Student Achievement for Beating the Odds and by the GaDOE for our academic growth and over all achievement. Through our partnership with Equal Opportunity Schools and informational nights, we have increased the number of underrepresented students who enroll into an Advanced Placement courses. The allocation of resources and staff includes: Spanish interpreter, ELL Instructional Para, Instructional Support Specialist (2), Student Support Specialist and Reading Specialist. We currently offer SAT prep courses during the school day.

In 2018 the state made changes to the CCRPI calculation. The 2018 CCRPI was the first to use the new calculation. Comparisons between the 2018 and 2019 CCRPI are valid; comparisons to prior years are not. However, it's important to note that DHS has seen a steady increase of the 4-year cohort graduation rate over the past three years rate from 85.7 (2017) to 89 (2021) .

## SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

### 3. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement? Based on the analysis, provide a narrative that describes the trend data as the rationale for identification of the gaps or opportunities for improvement (no charts or graphs).

In 2018 the state made changes to the CCRPI calculation. The 2018 CCRPI was the first to use the new calculation. Comparisons between the 2018 and 2019 CCRPI are valid; comparisons to prior years are not. After reviewing and analyzing the data, there are several areas that have opportunities for improvement. In the area of Content Mastery: American Literature decreased from 84.98 to 83.56, Coordinate Algebra from 65.11 to 62.93, Analytic Geometry from 78.84 to 69.38. In the area of Progress: Mathematics decreased from 90.96 to 83.24. In the area of Readiness-Pathway Completion the percent of 12th graders completing an advanced academic pathway decreased from 65.53 to 64.37, CTAE pathway decreased from 66.67 to 63.45 and Fine Arts decreased from 39.95 to 38.39. Though we are making progress in improving student performance among all subgroups from 55.7 to 61.1, we are still behind the district and state with Closing Gaps.

Moreover, as we take a deeper look at our demographic and subgroups there are additional opportunities for improvement. For Content Mastery, English/Language Arts our Students with Disabilities did not meet the projected improvement target; in Math our Black, Hispanic, Multi-racial, Economically Disadvantaged, English Learners and Students with Disabilities did not meet the improvement targets: in Science our Hispanic, Multi-racial, English Learners and Students with Disabilities did not meet the improvement targets and in Social Studies our Hispanic, Economically Disadvantaged and Students with Disabilities did not meet the improvement targets. In Progress, Student Growth Percentiles (SGPs) measure how much growth students demonstrated relative to academically-similar students. A little over 30% of our demographic groups and subgroups had low growth in English/Language Arts and Mathematics and a little over 30% of our English Language Learners had no positive movement in making progress towards English Language Proficiency. In Readiness, only 48.83% of our Economically Disadvantaged students, 30.81% of our English Learners and 36.56% of our Students with Disabilities are able to read and comprehend complex texts in which 37.84% of our English Learners and 36.36% of our Students with Disabilities are college and/or career ready. We also recognize continued opportunities for improving our services and responsiveness to meet the needs of our diverse school community and ensuring we foster a culturally responsive school environment.

### 4. What data are missing, and how will you go about collecting this information for future use?

Accurate MAP data is missing. We must use MAP with fidelity to benchmark our students' achievement. We have developed an assessment team and they are responsible for administering MAP data in a timely manner for all students and reviewing & analyzing the data. MAP data will provide us with the prescriptive data we need to ensure students are prepared for their EOCs as well as provide teachers the opportunity to plan instruction based on data. We will begin the initial work of having our PLCs review data regularly and develop lesson plans that will differentiate and personalize learning for students.

## SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

From the data analysis, what are the school's priority areas?

**Priority Area 1:**

Graduation Rate

**Priority Area 2:**

Literacy

**Priority Area 3:**

**Priority Area 4:**

## PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

**PLAN:** Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 1</b>	Graduation Rate
<b>*SMART Goal with Performance Measures</b>	Increase the graduation rate of the 4-year cohort from 89% to 90% by May 2023.
* Student-Focused, Monitored, Aligned/Actionable, Results-Oriented, Time bound	
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area 1: Student Success with Equity and Access

**DO:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

### IMPROVEMENT STRATEGY #1

<i>Instructional Interventions</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Monitor course failure data every 9 weeks.	Admin, Counselors and teachers		#REF!
Review and analyze live-grades data every 4.5 weeks to determine skills areas that need remediation.	All teachers		#REF!
All teachers will participate in weekly PLC meetings.	All teachers		#REF!
Create learning targets and success criteria based on student data.	All teachers		#REF!
Use PLC time to review common assessments and MAP data to determine flexible groups.	All teachers		#REF!
Provide students with actionable feedback after each formal and informal assessment.	All teachers		#REF!
Provide opening and closing that allows students to make a connection to the content or to the outside world to see how much the students already know or remember.	All teachers		#REF!
			#REF!
			#REF!
			#REF!
			#REF!

## PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
Meet with leadership team to determine the agenda for the professional development, the number of sessions to meet the intended goal, and all appropriate staff (local, regional, district, and/or contracted services).	Admin		#REF!
Review and analyze live-grades data every 9 weeks to determine skills areas that need remediation.	PLC leaders, admin and counselors		#REF!
Discuss implementation teacher actions and student actions that will be observed in the classroom as it relates to feedback, opening/closing and learning targets & success criteria.	Admin, Dept Chairs		#REF!
			#REF!
			#REF!
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
Create a parent resource room, academy, & workshops on how to support learning at home	Counselors, administrators		#REF!
Facilitate Curriculum Night with a focus on literacy	All teachers, administrators		#REF!
Meet with the leadership team to determine the agenda for the family engagement session and the appropriate staff and/or students needed to support the session.	All stakeholders		#REF!
Ensure that all parent contact information is accurate in Infinite Campus	Attendance, data clerk, registrar		#REF!
			#REF!

# PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

## IMPROVEMENT STRATEGY #2

<i>Improve Culture &amp; Climate</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Increase club participation	Teachers, counselors		#REF!
Increase the percentage of parents who have access to Parent Portal from 85%-90%	Registrar, data clerk, admin		#REF!
Contact parents whose student who was absent at least once that week	Teachers		#REF!
Contact parents weekly with tutorial information for students who are at 74% or below.	Teachers		#REF!
			#REF!
			#REF!
			#REF!
			#REF!
			#REF!
			#REF!
			#REF!
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
Mentoring Program- Every faculty/staff member to have at least 1 student-mentee.	All faculty/staff		#REF!
Culturally relevant teaching	ILs, admin		#REF!
			#REF!
			#REF!
			#REF!

**PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
Continue sending out information in both Spanish and English	Admin		#REF!
Encourage parents of all ethnic backgrounds to serve as volunteers and join PTSO	PTSO, admin, counselors		#REF!
			#REF!
			#REF!
			#REF!

**IMPROVEMENT STRATEGY #3**

<i>Attendance</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
			#REF!
			#REF!
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			#REF!



**PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			#REF!
			#REF!
			#REF!
			#REF!
			#REF!
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			#REF!
			#REF!
			#REF!
			#REF!
			#REF!

**PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

*Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).*

**How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)**

--

**What data will be used to determine whether the improvement strategies were deployed with fidelity?**

--

**What does the data/evidence show regarding the results of the implemented strategies?**

*Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?*

--

*Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?*

--

*Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?*

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## PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

**PLAN:** Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 2</b>	Literacy
<p><b>*SMART Goal with Performance Measures</b></p> <p>* <b>S</b>tudent-Focused, <b>M</b>onitored, <b>A</b>ligned/Actionable, <b>R</b>esults-Oriented, <b>T</b>ime bound</p>	<p>By the end of SY2023, student proficiency/mastery of academically rigorous learning standards will improve in Reading/ELA with a focus on literacy as measured by</p> <p>Students in grade 9 achieving a lexile score between 1100-1125                  Students in grade 10 achieving a lexile score between 1150-1175                  Students in grade 11 achieving at or above grade level in Reading on the American Literature EOC from 78% to 80%.                  moving up at least one band on the ACCESS from 18.9% to 20%.                  based on ACCESS composite score from 2% to 4%.                  American Lit EOC from 33% to 35%.</p> <p style="text-align: right;">Students in grade 11 achieving a lexile score above 1185                  Increase EL students exiting the ESOL program                  Increase Hispanic students scoring at proficiency or higher on</p>
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area 1: Student Success with Equity and Access

**DO:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

### IMPROVEMENT STRATEGY #1

<i>Disciplinary Literacy- Integrate reading, writing, speaking, listening and critical thinking into each discipline across all grades so that all students gradually build knowledge and skills toward college and career readiness.</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
A paraprofessional will work with the ELL students during Literature to provide additional support in the content and assist with providing small group instruction and differentiated support for students	Principal, API, ESOL DC		#REF!
Administer benchmark assessments (MAP, USA Test Prep, EOC practice, common assessments in all content areas)	All teachers		#REF!
Use data from Form K and TPC plans to guide and inform instruction	ESOL teachers		#REF!
Incorporate higher order thinking skills and questioning in instruction	All teachers		#REF!
Use of Academic Language Framework	All teachers		#REF!
Students will be given opportunities to pore over conflicting evidence and alternative points of view by evaluating primary and secondary texts	All teachers		#REF!
Pair visual texts with written text to increase engagement and build background knowledge	All teachers		#REF!
			#REF!
			#REF!
			#REF!
			#REF!

## PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
Differentiating instruction for ELLs	District Curriculum Coordinators, Teacher Leaders		#REF!
Culturally responsive teaching (bridging the gap between educator and student by helping stakeholders understand the cultural nuances that may cause a relationship to break down). Training offered by <a href="https://www.culturallyresponsive.org/">https://www.culturallyresponsive.org/</a>	ESOL teachers, ILs, Admin		#REF!
Understanding Depth-of-Knowledge (DOK) levels (ongoing)	Instructional Leaders		#REF!
SIOP Training (two teachers per department and have them redeliver training)	Content Area Teachers		#REF!
Working effectively as a Collaborative Planning Team (Use PLC template)	Instructional Leaders		#REF!
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parental engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
Parent night- emphasis on needs of ELL students and parents (twice a year)	Instructional Leaders, ESOL teachers, administrators		#REF!
Ensure all ELL students' parents have access to Infinite Campus parent portal (parent workshops and having a table at registration)	Registrar, data clerk, ESOL teachers, admin support staff		#REF!
Schedule 2 Parent Workshops a semester to increase parental involvement.	Admin, ESOL teachers, ILs, Counselors		#REF!
Offer ways in which minorities can volunteer.	Counselors, Administrators, Instructional Leaders		#REF!
			#REF!
IMPROVEMENT STRATEGY #2			
<i>Communication</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
Prepare a schedule to analyze data periodically in order to recalibrate the implementation.	ILs, admin		#REF!



**PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

**IMPROVEMENT STRATEGY #3**

<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
			#REF!
			#REF!
			#REF!
			#REF!
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			#REF!
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			#REF!
			#REF!
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			#REF!
			#REF!
			#REF!
			#REF!
			#REF!

## PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			#REF!
			#REF!
			#REF!
			#REF!
			#REF!
<i>Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).</i>			
<b>How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>			
<b>What does the data/evidence show regarding the results of the implemented strategies?</b>			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			

## PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

**PLAN:** Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 3</b>	0
<b>*SMART Goal with Performance Measures</b> * <b>S</b> tudent-Focused, <b>M</b> onitored, <b>A</b> ligned/Actionable, <b>R</b> esults-Oriented, <b>T</b> ime bound	
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area II: Stakeholder Engagement

**DO:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

### IMPROVEMENT STRATEGY #1

	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
			#REF!
			#REF!
			#REF!
			#REF!
			#REF!
			#REF!
7)			#REF!
8)			#REF!
9)			#REF!
10)			#REF!
11)			#REF!



**PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			#REF!
			#REF!
			#REF!
			#REF!
			#REF!
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			#REF!
			#REF!
			#REF!
			#REF!
21)			#REF!
IMPROVEMENT STRATEGY #2			
<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			#REF!
2)			#REF!
3)			#REF!
4)			#REF!
5)			#REF!
6)			#REF!
7)			#REF!

**PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

8)			#REF!
9)			#REF!
10)			#REF!
11)			#REF!
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i></b>		<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
<b>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</b>		<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>
12)			#REF!
13)			#REF!
14)			#REF!
15)			#REF!
16)			#REF!
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>		<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Allocated to Support Action Step</b>
<b>Identify parent/family engagement activities, providers, and the dates activities will begin and end.</b>		<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>
17)			#REF!
18)			#REF!
19)			#REF!
20)			#REF!
21)			#REF!

## PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

### IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			#REF!
2)			#REF!
3)			#REF!
4)			#REF!
5)			#REF!
6)			#REF!
7)			#REF!
8)			#REF!
9)			#REF!
10)			#REF!
11)			#REF!
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			#REF!
13)			#REF!
14)			#REF!
15)			#REF!
16)			#REF!

## PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
17)			#REF!
18)			#REF!
19)			#REF!
20)			#REF!
21)			#REF!
<b>Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).</b>			
<b>How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>			
<b>What does the data/evidence show regarding the results of the implemented strategies?</b>			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			

## PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

**PLAN:** Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 4</b>	0
<b>*SMART Goal with Performance Measures</b>	
* <b>S</b> tudent-Focused, <b>M</b> onitored, <b>A</b> igned/Actionable, <b>R</b> esults-Oriented, <b>T</b> ime bound	
<b>DCSD Strategic Plan Goal</b>	Click here and select the area of the DCSD Strategic Plan from the dropdown menu

**DO:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

### IMPROVEMENT STRATEGY #1

Type Improvement Strategy Here	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			#REF!
2)			#REF!
3)			#REF!
4)			#REF!
5)			#REF!
6)			#REF!
7)			#REF!
8)			#REF!
9)			#REF!
10)			#REF!
11)			#REF!

**PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person Responsible	Other (Optional, for school use)	Title I
12)			#REF!
13)			#REF!
14)			#REF!
15)			#REF!
16)			#REF!
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17)			#REF!
18)			#REF!
19)			#REF!
20)			#REF!
21)			#REF!
IMPROVEMENT STRATEGY #2			
<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			#REF!
2)			#REF!
3)			#REF!
4)			#REF!
5)			#REF!
6)			#REF!
7)			#REF!
8)			#REF!
9)			#REF!

**PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

10)			#REF!
11)			#REF!
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i></b>		<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>
12)			#REF!
13)			#REF!
14)			#REF!
15)			#REF!
16)			#REF!
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>		<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Allocated to Support Action Step</b>
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>
17)			#REF!
18)			#REF!
19)			#REF!
20)			#REF!
21)			#REF!

## PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

### IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
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8)			#REF!
9)			#REF!
10)			#REF!
11)			#REF!
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			#REF!
13)			#REF!
14)			#REF!
15)			#REF!
16)			#REF!



## PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
17)			#REF!
18)			#REF!
19)			#REF!
20)			#REF!
21)			#REF!
<b>Review and Reflect:</b> Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).			
<b>How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
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<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
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<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			





# Title I Planning Team Signature Page

Dunwoody High School

Enter Date:

Signatures below indicate participation in the development and/or revision of the Continuous School Improvement Plan.

Parents are important stakeholders and must be included in the development and implementation of the Continuous School Improvement Plan.

Reason for Revision of the Continuous School Improvement Plan:

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Name	Signature	Date
x		
x		
x		

