# **CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)**

School Name Dunwoody High School School Number: 535

School Address 5035 Vermack Road, Dunwoody, GA 30338

Principal Thomas Bass

District Name/State Local Education Agency (LEA) Number DeKalb County School District (644)

Date of Initial Local School Council Vote of Approval

Date of Last Review/Update 5/30/2024

Principal Signature (Signature On File)

Director of Title I Signature (Signature On File)

#### **School Vision and Mission Statement**

#### Vision Statement

The vision of Dunwoody High School is encompassed in the acronym Wildcat P.R.I.D.E.: that all students, parents, teachers, staff mambers, and administrators will take Personal Responsibility In Developing Excellence.

#### Mission Statement

Our mission is to ensure the success of all students, to enble them to become lifelong leraners, and to be productive members of an increasingly diverse society.

# District Strategic Plan Goal Alignment

Goal Area I: Student Success with Equity and Access

Goal Area II: School, Family, Community Engagement

Goal Area III: Recruit, develop, and Retain Talent

Goal Area IV: Culture and Climate

Goal Area V: Mental Health and Wellness

Goal Area VI: Organizational Excellence

Goal Area VI: Organizational Excellence	
School Improvement Team Membership	Name
Principal	Thomas Bass
Parent Representatives	Susan Friedenberg & Margie Goodchild
Assistant Principals	George Hill, Larryssa Harris, Andrew Jameson, Amiraht Lester, Joel Posey
Head Counselor	Luke Ingram
ELA Instructional Leaders	Zoe Knight & Alan Ritchey
Social Studies Instructional Leaders	Jamie Davis & Kevin Travis
Math Instructional Leaders	Mary Sturken & Mary Arnette
Science Instructional Leaders	Emma Handziuk & Pushpa Rajan
CTAE Instructional Leaders	David Johnson & Shayna Simon
ESOL Instructional Leader	Araceli Gallegos
Fine Arts Instructional Leaders	Michael Giel & Catherine Preston
World Languages Instructional Leaders	Clarissa Adams & Ethan DeGeorge
Physical Education & Health Instructional Leader	Edgar Flores
Plant Engineer	Gerald Loggins
Student Representative	Ronnie Amrani, SGA President

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

1. List the data used to identify valid needs for improvement (Ex. demographics (African American/Black, Hispanic, ELL, Asian, Students with Disabilities & Economically Disadvantaged), student learning (MAP, Georgia GMAS), Non-Cognitive Data (Attendance, Behavioral), perception (Climate Survey)).
Demographic data - student race and ethnicity, ELL students, SWD; Attendance & behavior data; Student learning data - MAP, ACCESS, EOC; Class rosters; teacher perception data; CCRPI
2. What are the results of your Root Cause Analysis using the Five Whys Protocol?□
Consistently and continually monitor the graduation cohort by meeting monthly, progressing to bi-weekly, to discuss interventions for "off-track" students. Effectively use chronic absence data to create an attendance intervention team to create a comprehensive approach to engage students and families while identifying early preventative measures. Teachers will effectively work in PLCs to create rigorous and engaging lesson plans, analyze data, create common formative assessments, and provide feedback. Teachers do not understand the value in recognizing amnd acknowledging cultural differences within the school and incorporating researched-based culturally responsive instructional stategies into daily lessons.
3. 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 school rich in history and tradition with a diverse student population. It has support from the community, local business, alumni, and parents. We offer 29 Advanced Placement courses, a plethora of clubs and extracurricular activites, and a wealth of sports. Of our 1,948 students, 39.01% are White, 36.44% are Hispanic, 14.99% are Black, 6.21% are Asian, 3.13% are Multi-racial, and < 1% are American Indian or Native Hawaiian. Approximately 30.2% are economically disadvantaged based on qaulifying for the free and reduced lunch program. 18.7% of students are identified as ELL and 10.2% are identified as a student with a disability. From SY21-22 to SY22-23, there was a 0.5 point increase in overall content mastery; SY21-22: 72.3, SY22-23: 72.8. Last full reporting in 2019, the content mastery was 83.1. In Coordinate Algebra, all subgroups met the improvement target and/ or made progress. 94.32% of our students are pathway completers. 67.94% are college and career ready.

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

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

4. 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).

Of the 2,296 students (this number includes several students who overlap several class rosters) scheduled in accelerated/gifted, AP, and Academy of Finance, approximatley 426 (19%) students are Black and or Hispanic. This is an area that needs to be addressed, as the student representation in these classes does not mirror the school demographics. There has been minimal improvement in Content mastery from the 21-22SY to the 22-23SY; content mastery had a sharp decrease from 83.1 in the 18-19SY to 72.8 in the 22-23SY. In Content Mastery, there needs to be a decrease in the number of students scoring at the beginning level across all content areas; this includes Black students, Hispanic students, ELL students, and SWD. Improvement is needed for all students, specifically in American Literature and Biology, as most subgroups did not make progress and/or did not meet the improvement target. Our ELL students did not meet the improvement target for Progress nor did they make adequate progress. 46.01% of ELL students had no positive movement; this is an increase from 44.08% during the 21-22SY. The number of ELL students moving less than one band increased from 6.58% in SY21-22 to 14.07% in SY22-23. The number of ELL students moving one or more bands decreased from 49.34% in SY21-22 to 39.92% in SY22-23. With a score of 63.2 for Closing the Gaps for the 22-23SY, it is evedent that here are subgrops not meeting the improvement target and/or not showing progress. These subgroups are our Black students, Hispanic students, ED students, ELL students had a score of 70.20; however Black students received a score of 48.85, Hispanic students - 42.96, ED students - 40.16, ELL students - 17.93, and SWD - 36.54. In Biology, all students had a score of 71.43; however, Black students received a score of 41.67, Hispanic students - 46.33, ED students - 40.22, ELL students - 31.31, and SWD - 28.19. MAP scores have overall declined over a three-year period.

The scoring quadrants are – 1-20th, 21-40th, 41-60th, 61-80th, >80th

In Math the overall decline has resulted in an overall 9% increase in the lowest two scoring quadrants, while losing 8 % out of the top two quadrants. Black students and Hispanic students have experienced a decrease but experience a smaller decline than the overall group. For Math: Black students experienced a 3% increase in scores falling in the lowest two quadrants, while experiencing a decrease in 4% from the top two quadrants. Hispanic students had an increase of 6% in the lowest two quadrants while losing only 3% in the top two scoring quadrants. In Reading the overall decline has resulted in a 18% increase in the number of the lowest two scoring quadrants. For Math: Black students experienced a 12% increase in the lowest two quadrants and a 14% decease in the top two quadrants. Hispanic students had a 12% increase in the lowest two and a 7% decrease in the top two scoring quadrants.

During this past year students performing at or above the mean RIT for Lexile have also decreased. Of the two subgroups, Black students Lexile scores decreased the least and Hispanic decreased the most. Math: Overall students decreased by 14%, Black students decrease by 8% and Hispanic students decreased by 14%. Reading: Overall students decreased by 19%, Black students increased by 1% and Hispanic students decreased by 32%. Improvements in the school's attendance rate are needed as shown in an attendance rating of 67.03%. Black students have an attendance rate of 67.36%, Hispanic students- 54.13%, ED students - 57.94%, ELL students - 53.45%, and SWD - 65.24%. Of the 1328 discipline referrals submitted during the 2023-2024 school year, 58% were attendance related. This includes skipping classes, tardies, and truancy. This percentage has increased 7% from the 2022-2023 school year.

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

Dunwoody HS is missing student perception data related to culturally responsive teaching and equity. During the first month of the Fall and Spring semesters, we will distribute a survey to students to gather data on the aforementioned. We will also collect data at the end of each semester for comparison.

# 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: Climate and Culture - Attendance Priority Area 3: Inclusivity and Equity in Instruction Priority Area 4: Standards Based Instruction

# 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).

Priority Area 1	Graduation Rate
*SMARTIE Goal with Performance Measures  * Specific, Measurable, Actionable, Realistic, Time-	By the end of the 24-25 SY, Dunwoody HS will increase the 4 year graduation rate by 3%, from 84.81% to 87.81% with a focus on increasing the graduation rates in the following subgroups: Hispanic students (69.14% to 72.14%), ED students (78.57% to 79.92%), and ELL students (59.26% to 62.26%). This will be accomplished throug intentional cohort monitoring, parent engagement, and rigorous courses with researched-based instructional strategies.
DCSD Strategic Plan Goal	Goal Area I: 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 (CHE

K) and to make adjustments based upon the outcomes of the strategy implementation (ACT).		
IMPROVEMENT STRATEGY #1		
Cohort Monitoring and Support	SYSTEM 4: Progress Monitoring and Analysis of Student Work	

Action Steps/Tasks to Implement Improvement Strategy (Who, What, When, Where, How, Funding Source)		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step	
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)	
1) API will create a master schedule with course selections aligned to DCSD graduation requirements. The master schedule will give students opportunities for remediation and acceleration that will prepare them to meet graduation requirements. This includes ESOL, year-long, AP, DE, ans support classes.	Six Systems - Select 1	API		\$0.00	
2) Students will participate in FLEX and GAVS courses to meet graduation requirements.	SYSTEM 5: Academic and Behavioral Support	Counselors		\$0.00	
Counselors will provide a cohort roster for each cohort to analyze data and identify students who are "off track". Monthly meetings will be held.	SYSTEM 2: Effective Use of Data	Counselors and Administrators		\$0.00	
Counselors will assess each student's schedule within the first 2 weeks of each semester to verify students are properly scheduled for classes to ensure adequate and timely academic progress towards graduation (4 years).	SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning	Counselors		\$0.00	
Vertical alignment between DHS and the feeder middle school, Peachtree MS. This alignment will provide insight into planning, content delivery, and expectations. 8th grade visit and transition meeting.	SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning	Administrators and ILs		\$0.00	
6)	Dono C. Duionitu Anno 4		5 14 11	\$0.00	

DeKalb County School District

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING	CYCLE (Re	view - Ref	lect - Refine)
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the	Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
12) Teachers will participate in ongoing PD to learn and strengthen pedagogy and instructional strategies. This PD will be aligned to the DCSD instuctional framework and state curriculum.	Six Systems - Select 1	Teachers and Administrators		\$0.00
13) Data digging/talks - Review and analyze live-grades data every 9 weeks to determine skills areas that need remediation. □	SYSTEM 2: Effective Use of Data	Teachers and Administrators		\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
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.		
Action Steps/Tasks to Implement Associated with Parent/Far	nily Engagement	Step, and alignmen	nt to district and	Funding Budgeted to Support Action Step
Action Steps/Tasks to Implement Associated with Parent/Far		Step, and alignmen	nt to district and	
		Step, and alignments state efforts/require	nt to district and ments, if needed.  Other (Optional, for	Support Action Step  Title I, General, Grant, PTA, Donation, After School,
Identify parent/family engagement activities, providers, and the dates activities will begin and en 17)Teachers will contact and document in Infinite Campus the parent/guardian of "off track" students within the first 4 weeks of the semester and every grading period to	d.  SYSTEM 5: Academic and Behavioral	Step, and alignment state efforts/require  Person/Position Responsible	nt to district and ments, if needed.  Other (Optional, for	Support Action Step  Title I, General, Grant, PTA, Donation, After School, Foundations)
Identify parent/family engagement activities, providers, and the dates activities will begin and en 17)Teachers will contact and document in Infinite Campus the parent/guardian of "off track" students within the first 4 weeks of the semester and every grading period to establish a collaborative relationship.  18) Teachers and Admin will provide various opportunities for parent engagement through in-person/virtual/hybrid methods for conferences, curriculum night, and meeting to helppsuooprt and advocate for students. Create a parent resource room, academy, &	SYSTEM 5: Academic and Behavioral Support SYSTEM 5: Academic and Behavioral	Step, and alignments state efforts/require  Person/Position Responsible  Teachers  Teachers and Administrators  Teachers and	nt to district and ments, if needed.  Other (Optional, for	Support Action Step  Title I, General, Grant, PTA, Donation, After School, Foundations)  \$0.00
Identify parent/family engagement activities, providers, and the dates activities will begin and en 17)Teachers will contact and document in Infinite Campus the parent/guardian of "off track" students within the first 4 weeks of the semester and every grading period to establish a collaborative relationship.  18) Teachers and Admin will provide various opportunities for parent engagement through in-person/virtual/hybrid methods for conferences, curriculum night, and meeting to helppsuooprt and advocate for students. Create a parent resource room, academy, & workshops on how to support learning at home. □	SYSTEM 5: Academic and Behavioral Support  SYSTEM 5: Academic and Behavioral Support  SYSTEM 5: Academic and Behavioral	Step, and alignments state efforts/require  Person/Position Responsible  Teachers  Teachers and Administrators	nt to district and ments, if needed.  Other (Optional, for	Support Action Step  Title I, General, Grant, PTA, Donation, After School, Foundations)  \$0.00

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

#### **IMPROVEMENT STRATEGY #2**

Type Improvement Strategy Here			Six Systems - Sele	ect 1
Action Steps/Tasks to Implement Improvement Strategy				Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Donation, After School, Foundations)
1)	Six Systems - Select 1			\$0.00
2)				\$0.00
3)				\$0.00
4)				\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)		Position Responsil Step, and alignme state efforts/require	nt to district and	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, General, Grant, PTA, Donation, After School, Foundations)
12)	Six Systems - Select 1			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00

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#### PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine) **Position Responsible for the Action Funding Budgeted to** Action Steps/Tasks to Implement Associated with Parent/Family Engagement Step, and alignment to district and **Support Action Step** state efforts/requirements, if needed. Other Title I, General, Grant, PTA, Person/Position Donation, After School, Identify parent/family engagement activities, providers, and the dates activities will begin and end. (Optional, for Responsible Foundations) school use) 17) \$0.00 Six Systems - Select 1 18) \$0.00 19) \$0.00 20) \$0.00 21) \$0.00 **IMPROVEMENT STRATEGY #3** Type Improvement Strategy Here Six Systems - Select 1 Position Responsible for the Action **Funding Budgeted to** Step, and alignment to district and **Support Action Step** state efforts/requirements, if needed. **Action Steps/Tasks to Implement Improvement Strategy** Title I. General, Grant, PTA. Other Person/Position (Optional, for Donation, After School, Responsible Foundations) school use) \$0.00 Six Systems - Select 1 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 10) \$0.00 11) \$0.00

# PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine) Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning Position Responsible for the Action Funding Budgeted to

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	Six Systems - Select 1			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
Action Steps/Tasks to Implement Associated with	Parent/Family Engagement	Position Responsil Step, and alignme state efforts/require	nt to district and	Funding Budgeted to Support Action Step
Action Steps/Tasks to Implement Associated with  Identify parent/family engagement activities, providers, and the dates activities will b		Step, and alignme	nt to district and	
		Step, and alignme state efforts/require	ont to district and ements, if needed.  Other (Optional, for	Support Action Step  Title I, General, Grant, PTA, Donation, After School,
Identify parent/family engagement activities, providers, and the dates activities will b	egin and end.	Step, and alignme state efforts/require	ont to district and ements, if needed.  Other (Optional, for	Support Action Step  Title I, General, Grant, PTA, Donation, After School, Foundations)
Identify parent/family engagement activities, providers, and the dates activities will b	egin and end.	Step, and alignme state efforts/require	ont to district and ements, if needed.  Other (Optional, for	Support Action Step  Title I, General, Grant, PTA, Donation, After School, Foundations)  \$0.00
Identify parent/family engagement activities, providers, and the dates activities will b  17)	egin and end.	Step, and alignme state efforts/require	ont to district and ements, if needed.  Other (Optional, for	Support Action Step  Title I, General, Grant, PTA, Donation, After School, Foundations)  \$0.00

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PRIORITY AREA 1, IMPRO	OVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)
CSIP Progress Monitoring Cycle 1:	SIP Monitoring Cycle
pring of the 9th - 11th grade cohorts. By December 2	2024, 95% of the graduating cohort will be on track to graduate in May 2025. Registrar and Data clerk will continually work to clear up any withdrawn s
CSIP Progress Monitoring Cycle 2: CS	SIP Monitoring Cycle
CSID Progress Manifering Cycle 2: CS	CID Manifesium Cycle
CSIP Progress Monitoring Cycle 3:	SIP MONITORING Cycle

# 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).

Priority Area 2	Climate and Culture - Attendance
_ l	By the end of the 24-25 SY, there will be a 5% increase in the overall attendance rate from 67.03% to 72.03% with a focus on students in the Black (67.36%), Hispanic (54.13%), Economically Disadvantaged (57.94%), and ELL (53.45%) subgroups.
DCSD Strategic Plan Goal	Goal Area IV: Culture and Climate

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).

Action Steps/Tasks to Implement Improvement Strategy    Person/Position   Person/Position   Responsible   Other (Optional, for school use)	IMPF	ROVEMENT STRATEGY #1				
Action Steps/Tasks to Implement Improvement Strategy  Action Steps/Tasks to Implement Improvement Strategy  Action Steps/Tasks to Implement Improvement Strategy  Person/Position (Optional, for school use)  SYSTEM 1: Standards and Curriculum Implementation  SYSTEM 1: Standards and Curriculum Implementation  Counselors and Students  SYSTEM 5: Academic and Behavioral Support  Administrators and teachers  4) Create a recognition program for students with good attendance and improved attendance.  Six Systems - Select 1  Six Systems - Select 1  Title I, General, Grant, PF Donation, After School, Foundations)  SOL  SUPPORT Action Steps  Title I, General, Grant, PF Donation, After School, Foundations)  SOL  SySTEM 5: Academic and Behavioral Support  Administrators and teachers  SySTEM 5: Academic and Behavioral Support  Attendance Team  Sol.  Six Systems - Select 1  Sol.  Sol.	Attendance Intervention Support		SYSTEM 5: Academic and Behavioral Support			
1) Implement a tardy table at the beginning of each class period.  SYSTEM 1: Standards and Curriculum Implementation  SYSTEM 5: Academic and Behavioral Support  Attendance are recognition program for students with good attendance and improved attendance.  SYSTEM 5: Academic and Behavioral Support  SYSTEM 5: Academic and Behavioral Support  Attendance Team  Six Systems - Select 1	Action Steps/Tasks to Implement Improvement Strategy		and alignment to district and state		Funding Budgeted to Support Action Step	
SYSTEM 1: Standards and Curniculum Implementation  2) Establish an attendance intervention team that will help to create incentives for positive attendance and monitor attendance to assist with improving the overall attendance rating.  3) Teachers will implement a tiered system of interventions as outlined in the attendance policy. SYSTEM 5: Academic and Behavioral Support  4) Create a recognition program for students with good attendance and improved attendance.  5) SYSTEM 5: Academic and Behavioral Support  5) Six Systems - Select 1				(Optional, for	Title I, General, Grant, PTA, Donation, After School, Foundations)	
attendance and monitor attendance to assist with improving the overall attendance rating.  SYSTEM 5: Academic and Behavioral Support  SYSTEM 5: Academic and Behavioral Support  SYSTEM 5: Academic and Behavioral Support  Administrators and teachers  4) Create a recognition program for students with good attendance and improved attendance.  SYSTEM 5: Academic and Behavioral Support  SYSTEM 5: Academic and Behavioral Support  Attendance Team Support  Six Systems - Select 1  Six Systems - Select 1  Six Systems - Select 1  \$0.0	Implement a tardy table at the beginning of each class period.		-		\$0.00	
Support teachers  4) Create a recognition program for students with good attendance and improved attendance.  SYSTEM 5: Academic and Behavioral Support  Six Systems - Select 1  Six Systems - Select 1  Six Systems - Select 1  \$0.0	Establish an attendance intervention team that will help to create incentives for positive attendance and monitor attendance to assist with improving the overall attendance rating.		Teachers		\$0.00	
Support   Supp	3) Teachers will implement a tiered system of interventions as outlined in the attendance policy.				\$0.00	
\$0.0 Six Systems - Select 1 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0	4) Create a recognition program for students with good attendance and improved attendance.		Attendance Team		\$0.00	
Six Systems - Select 1	5)				\$0.00	
8) \$0.0 9)	6)	Six Systems - Select 1			\$0.00	
9)	7)				\$0.00	
	8)				\$0.00	
10) \$0.0	9)				\$0.00	
	10)				\$0.00	

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	PRIORITY AREA 2, IMPROVEMENT STRATEG	IES, AND MONITORING	CYCLE (Re	view - Reflect	- Refine)
11)					\$0.00

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Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)			Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	
ntify 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, General, Grant, PTA, Donation, After School, Foundations)
2) Monthly meetings of the attendace intervention team.	SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper	AP and Attendance		\$0.00
3) During pre-planning, the attendance AP will instruct teachers on attendace protocols and	SYSTEM 2: Effective Use of Data	AP		\$0.00
4)				\$0.00
5)				\$0.00
6)				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family	/ Engagement	and alignment to	e for the Action Step, district and state nents, if needed.	Funding Budgeted to Support Action Step
dentify parental engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
7) Host attendance recognition programs for students and parents.	SYSTEM 5: Academic and Behavioral Support	Administrators and		\$0.00
8) Administrators, Counselors, social worker, and others will host meetings for parents of chronically absent students; this could include representatives from the Department of Juvenile lustice.	SYSTEM 5: Academic and Behavioral Support	Administrators, counselors, social worker, attendance		\$0.00
<ol> <li>All information/messages that goes home to families will be via various methods (text, email,</li> </ol>	SYSTEM 5: Academic and Benavioral	All school faculty and		\$0.00
10)	Support	otoff		\$0.00
21)				\$0.00
	ROVEMENT STRATEGY #2			·
IMP	OVEMENT STRATEGY #2			
Type Improvement Strategy Here			Six Systems - Select 1	1
Action Steps/Tasks to Implement Improvement Strate	<b>-</b> gy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
	Six Systems - Select 1			\$0.00
2)				\$0.00
3)				\$0.00
				\$0.00
5)				\$0.00

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PRIORITY AREA 2, IMPROVEMENT STRATEG	IES, AND MONITORING	G CYCLE (Re	view - Reflect	: - Refine)
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00
Action Steps/Tasks to Implement Associated with Professional Developme High-quality and ongoing professional development for teachers, principals, and	_	and alignment to	ole for the Action Step, o district and state ments, if needed.	Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates	s activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
12)	Six Systems - Select 1			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family	<i>y</i> Engagement	and alignment to	ole for the Action Step, o district and state ments, if needed.	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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

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#### PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine) **IMPROVEMENT STRATEGY #3** Type Improvement Strategy Here Six Systems - Select 1 Position Responsible for the Action Step, Funding Budgeted to and alignment to district and state **Support Action Step** efforts/requirements, if needed. Action Steps/Tasks to Implement Improvement Strategy Title I, General, Grant, PTA, Person/Position Donation, After School, (Optional, for Responsible school use) Foundations) \$0.00 Six Systems - Select 1 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 9) \$0.00 10) \$0.00 11) \$0.00 Position Responsible for the Action Step, Funding Budgeted to Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning and alignment to district and state High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP) **Support Action Step** efforts/requirements, if needed. Title I, General, Grant, PTA, Other Person/Position Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. (Optional, for Donation, After School, Responsible school use) Foundations) 12) \$0.00 Six Systems - Select 1 13) \$0.00 14) \$0.00 15) \$0.00

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\$0.00

16)

Six Systems - Select 1	Person/Position Responsible	Other (Optional, for	Title I, General, Grant, PTA
Six Systems - Select 1		school use)	Donation, After School, Foundations)
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
d for good/poisitve attendance. Student a	attendance reports will show a c	decrese in the number of s	studnets tardy and/or abse
	d for good/poisitve attendance. Student	d for good/poisitve attendance. Student attendance reports will show a c	d for good/poisitve attendance. Student attendance reports will show a decrese in the number of s

FY25-27CSIP Page 18 -Priority Area 2 DeKalb County School District

# 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).

Priority Area 3	Inclusivity and Equity in Instruction
* Specific, Measurable, Actionable, Realistic, Time- bound, Inclusive, Equitable - Must include subgroup	By May of the 24-25SY, we will increase the number of Black and Hispanic students taking an accelerated, Advanced Placement (AP), and/or enrolled in the Acedemy of Fianance from 19% to 25%. Student perception baseline data will show that at least 50% of students feel teachers are aware of and acknowledge that cultural differences exist and teachers infuse culturally responsive instruction into their teaching. 86.59% of teachers understand that cultural differences exist. By the end of the 24-25SY, 90% of teachers will understand and recognize/acknowledge the cultural differences at DHS AND create culturally responsive lessons.
DCSD Strategic Plan Goal	Goal Area I: 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).

IMPR	OVEMENT STRATEGY #1			
Culturally Responsive Instruction		SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning		
Action Steps/Tasks to Implement Improvement Strate	gy	and alignment t	ole for the Action Step, o district and state ments, if needed.	Funding Budgeted to Support Action Step
		Person/Position Other Responsible (Optional, for school use)		Title I, General, Grant, PTA, Donation, After School, Foundations)
All teachers will use texts and/or references from culturally diverse cultures, communities, socioeconomic levels.	SYSTEM 1: Standards and Curriculum Implementation	Teachers		\$0.00
Increase the number of Black and Hispanic students enrolled in accelerated, Advanced Placement, and Academy of Finance courses through introducing and promoting classes during an assembly. Expanding access to AP courses.	SYSTEM 2: Effective Use of Data	Instructional Leaders and content departments		\$0.00
Specialized interest meetings with Counselors.	SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning	Counselors		\$0.00
Teacher course selection/recommendation process for each student.	SYSTEM 5: Academic and Benavioral Support	Administrators,		\$0.00
5) Build caring relationships with students. Create a "getting to know you" questionnaire to learn about student's individual interests and culture.	SYSTEM 5: Academic and Behavioral Support	Teachers		\$0.00
6)All teachers will build contextual background knowledge through visual literacy.	SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning	Teachers		\$0.00
7)				\$0.00

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PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)							
8)				\$0.00			
9)				\$0.00			
10) 11)				\$0.00 \$0.00			

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GIES, AND MONITORING	G CYCLE (Re	view - Reflect	: - Refine)
oment/Professional Learning and paraprofessionals (TA & SWP)	and alignment to	o district and state	Funding Budgeted to Support Action Step
ates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
Six Systems - Select 1	Teachers and administrators		\$0.00
SYSTEM 6: Instructional Feedback and	Administrators and		\$0.00
	Administrators and		\$0.00
	administrators		\$0.00
	Administrators and		\$0.00
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.	
dentify parent/family engagement activities, providers, and the dates activities will begin and end.		Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
SYSTEM 5: Academic and Behavioral	Administrators and		\$0.00
SYSTEM 5: Academic and Behavioral	Administrators		\$0.00
	All faculty and staff		\$0.00
			\$0.00
Support			\$0.00
MPROVEMENT STRATEGY #2			
		Six Systems - Select	1
rategy	and alignment to	o district and state	Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
Six Systems - Select 1			\$0.00
	1		\$0.00
			\$0.00
			\$0.00
•			
n	ment/Professional Learning and paraprofessionals (TA & SWP)  ates activities will begin and end.  S.  Six Systems - Select 1  SYSTEM 6: Instructional Feedback and Professional Learning SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper SYSTEM 1: Standards and Curriculum Implementation  nitly Engagement  SYSTEM 5: Academic and Benavioral Support	ment/Professional Learning and paraprofessionals (TA & SWP)  ates activities will begin and end.  Six Systems - Select 1  Systems - Select 1  System 6: Instructional Feedback and Professional Learning System 6: Instructional Feedback and Professional Learning System 6: Instructional Feedback and Professional Learning System 6: Academic and Professional Learning System 6: Collaboration Planning and Instructional Professional Learning System 6: Collaboration Planning and Instructional Professional Learning System 6: Academic and Curriculum Administrators and Implementation  Position Responsible System 6: Academic and Benavioral Support System 7: Academic and Benavioral Support System 6: Academic	and paraprofessionals (TA & SWP)  and alignment to district and state efforts/requirements, if needed.  Person/Position Responsible  Six Systems - Select 1  System 6: Instructional Feedback and Administrators and Professional Learning Professional Learning Professional Learning Professional

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PRIORITY AREA 3, IMPROVEMENT STRATEG	IES, AND MONITORIN	G CYCLE (Re	view - Reflect	: - Refine)
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning  High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)  Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.				
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, General, Grant, PTA, Donation, After School, Foundations)
12)	Six Systems - Select 1			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

#### PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine) **IMPROVEMENT STRATEGY #3** Type Improvement Strategy Here Six Systems - Select 1 Position Responsible for the Action Step, Funding Budgeted to and alignment to district and state **Support Action Step** efforts/requirements, if needed. Action Steps/Tasks to Implement Improvement Strategy Other Title I, General, Grant, PTA, Person/Position Donation, After School, (Optional, for Responsible school use) Foundations) \$0.00 Six Systems - Select 1 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 6) \$0.00 \$0.00 \$0.00 \$0.00 10) 11) \$0.00 Position Responsible for the Action Step, Funding Budgeted to Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning and alignment to district and state Support Action Step High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP) efforts/requirements, if needed. Other Title I. General, Grant, PTA. Person/Position Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. (Optional, for Donation, After School. Responsible Foundations) school use) 12) \$0.00 Six Systems - Select 1 13) \$0.00 14) \$0.00 15) \$0.00

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\$0.00

16)

PRIORITY AREA 3, IMPROVEMENT S	TRATEGIES, AND MONITOR	RING CYCLE (Re	view - Reflect	: - Refine)	
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		and alignment t	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)	
17)	Six Systems - Select 1			\$0.00	
18)				\$0.00	
19)				\$0.00	
20)				\$0.00	
21)				\$0.00	
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle					
ure students are schedule according to teacher recommendations and student/pa	arent requests. 100% of DHS teachers will participa	ate in understand and acknowle	edge cultural differences v	within DHS and will adjust t	
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle					
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle					

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# 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).

Priority Area 4	Standards Based Instruction
* Specific, Measurable, Actionable, Realistic, Time- bound. Inclusive. Equitable - Must include subgroup	By the end of the 24-25SY, there will be a 3% increase in the number of Black and Hispanic students who score at the Developing level on the End of Course (EOC) assessment in American Lit.and Biology. In American Literature, Black students will show an increase at the developing level from 48.85% to 51.85% and Hispanic students will show an increase from 38.26% to 41.26%.
DCSD Strategic Plan Goal	Goal Area I: 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					
Explicit Comprehension Instruction		SYSTEM 1: Standards and Curriculum Implementation			
Action Steps/Tasks to Implement Improvement Strategy			Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		
			Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)	
1) PLCs meet, in-person or virtually, to discuss data, instructional strategies, lesson planning.	SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning	Teachers and Administrators		\$0.00	
2) All teachers will use researched based instructional strategies to create lessons and learning activities.	SYSTEM 1: Standards and Curriculum Implementation	Teachers		\$0.00	
3) All teachers will increase the use of DOK level 2 and 3 questioning in daily lessons.	SYSTEM 3: Collaboration Planning and Instructional Practices for Deener SYSTEM 3: Collaboration Planning and	Teachers		\$0.00	
<ol> <li>All teachers will create three-part lessons that include clear learning targets and success criteria daily.</li> </ol>	Instructional Practices for Deeper	Teachers		\$0.00	
5) Teachers will use and create shared content common formative assessments using Illuminate. Data will be gathered and analyzed (focus on dmain specific data in EOC content	I STATION S. CONDUCTION PLANNING AND INSTRUCTIONAL PRACTICES for Deeper	Teachers		\$0.00	
6) All teachers will increase the use of tactile, kinesthetic, and use of manipulatives.	Learning SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper	Teachers		\$0.00	
7)				\$0.00	
8)				\$0.00	
9)				\$0.00	
10)				\$0.00	
11)				\$0.00	

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Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning  High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)  Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.			Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	
			Other (Optional, for school use)	Title I, General, Grant, PTA Donation, After School, Foundations)
12) Administration and ILs will conduct monthly walkthroughs to observe evidence of student engagement, 3 part lesson, content instructional frameworks, LT, and SC.	SYSTEM 6: Instructional Feedback and Professional Learning	Administrators and ILs		\$0.0
13) Working effectively as a PLC	SYSTEM 3: Collaboration Planning and	Teachers and		\$0.0
14)Teachers will participate in PLC to review CSIP priority areas, discuss 3 part lessons, and review data	Instructional Practices for Deeper STSTEMS. Collaboration Franting and Instructional Practices for Deeper Learning	Teachers		\$0.00
15) Pathway initiative	SYSTEM 1: Standards and Curriculum Implementation	Admin		\$0.0
16)				\$0.0
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.	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA Donation, After School, Foundations)
17) Create live streamed and/or pre-recorded videos of classes	SYSTEM 5: Academic and Benavioral Support	Teachers		\$0.0
18) By communicating in various methods, encourage increased parental involvement to help parents understand how they can volunteer and advocate for their student	SYSTEM 5: Academic and Behavioral Support	All faculty		\$0.00
19) Neighborhood Visits to reach and educate more parents about understanding high school expectations.	SYSTEM 5: Academic and Behavioral Support	Administrators, counselors, Social		\$0.00
20)				\$0.0
21)				\$0.00
IMP	ROVEMENT STRATEGY #2			
		SYSTEM 1: S	Standards and Curriculur	n Implementation
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA Donation, After School, Foundations)
1)	Six Systems - Select 1			\$0.0
1) 2)	Six Systems - Select 1			\$0.0° \$0.0°

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PRIORITY AREA 4, IMPROVEMENT STRATEG	IES, AND MONITORING	G CYCLE (Re	view - Reflect	- Refine)
4)				\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00
Action Steps/Tasks to Implement Associated with Professional Developme High-quality and ongoing professional development for teachers, principals, and		and alignment t	ole for the Action Step, o district and state ments, if needed.	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, General, Grant, PTA, Donation, After School, Foundations)
12)	Six Systems - Select 1			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family	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.	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

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#### PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine) **IMPROVEMENT STRATEGY #3** Type Improvement Strategy Here Six Systems - Select 1 Position Responsible for the Action Step, Funding Budgeted to and alignment to district and state **Support Action Step** efforts/requirements, if needed. Action Steps/Tasks to Implement Improvement Strategy Title I, General, Grant, PTA, Person/Position Donation, After School, (Optional, for Responsible school use) Foundations) \$0.00 Six Systems - Select 1 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 9) \$0.00 \$0.00 10) 11) \$0.00 Position Responsible for the Action Step, Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning **Funding Budgeted to** and alignment to district and state High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP) **Support Action Step** efforts/requirements, if needed. Title I, General, Grant, PTA, Other Person/Position Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. (Optional, for Donation, After School, Responsible school use) Foundations) \$0.00 12) Six Systems - Select 1 13) \$0.00 14) \$0.00 15) \$0.00

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\$0.00

16)

PRIORITY AREA 4, IMPROVEMENT STRATEG	GIES, AND MONITORIN	G CYCLE (Re	view - 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.		Funding Budgeted to Support Action Step
entify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
PLC meetings and review the weekly PLC meeting agenda/notes. By October 2024, 100% of  CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle	DHS's teacher will be working in a functioning	ng PLC and will be creat	ing and implementing star	ndards based instruction. A
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				
CSIF Friogress Monitoring Cycle 3. CSIF Monitoring Cycle				

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		EVIDENCE	-BASED INTERVENTIONS			
	Level 1 - 3 in	itiatives will be listed as Strong	Moderate, or Promising on one of the	following websites:		
	https://www.evidenceforessa.org			https://ies.ed.gov/ncee		
	http://www.bestevidence.org		http://www.pewtrusts.org/en/r	research-and-analysis/data-visualizations/2	015/results-first-clearinghouse-database	
	https://www.childtrends.org		https://ies.ed.gov/ncee/wwc/FWW			
	https://dwwlibrary.wested.org		https://ies.ed.gov/ncee/edlabs/askarel/index.asp?REL=southeast			
Priority Area	Name of Intervention, Strategy, or	Website	Evidence-based Level	Measurement for Success (Outcomes)	Results (to be completed as part of Annu	
	Activity				Review)	
				Teachers review data at weekly PLCs		
				and use the data to create lessons and		
				common assessments. Data talks at		
				grading periods. Teachers use data		
				with students to monitor content		
riority Area 4	Data Driven Decision Making		Strong	mastery/progress monitoring.		
nonty Arca 4	Data Driven Decision Waking		Strong	master y/progress monitoring.		
				Increased overall scores and at		
riority Area 4	Adolescent Literacy		Strong	previously lowest scoring domains.		
nonty Arca 4	Addieseene Eneracy		Strong	Increased proficiency on the Amer. Lit.		
				EOC and increased band movement on		
riority Area 4	Pathway		Strong	the ACCESS.		
, ,	Preventing Dropout in Secondary			Improved graduation rate and	1	
riority Area 1	School		Strong	attendance rating		
				Higher scores on assessments;		
riority Area 1 & 2	Texting Parents		Strong	improved student attendance		
	Attendance Interventions for		50.50.8	p. oved student attendance		
riority Area 2	chronically absent students		Strong	Improved student attendance		
HOTELY ALCO Z	cinonically absent students		Salong	Increased # of minority students		
				enrolled in AP courses and taking AP		
riarity Aran 2	Expanding access to AP Courses		Strong	_		
riority Area 3	expanding access to AP codises		Strong	exams		
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	EVIDENCE-BASED INTERVENTIONS - NOT APPLICABLE FOR SCHOOL IMPROVEMENT 1003(A)						
Level 4 School Initiatives (Rationale/Logic Model)							
Priority	Activ	vities		outs	Out	puts	Outcomes
Priority Area	Name of Intervention, Strategy, or Activity	Current Research with Demonstrated Rationale (Name and link to study)	Intervention Subject	Implementation Plan of Action (how?)	Measurement for Success (Outcomes)	When will success be measured (list month/date)?	Results (to be completed as part of Annual Review)
-							
<del>                                     </del>							

# 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 (CSIP). Parents are important stakeholders and must be included in the development and implementation of your Title I plan. Reason for Revision of the Continuous School Improvement Plan:

Name	Signature	Date	Position or Role
Tame	Signature	Date	Principal
			Parent

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