

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 members, and administrators will take Personal Responsibility In Developing Excellence.
Mission Statement
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	
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	
School Improvement Team Membership	Name
Principal	Thomas Bass
Parent Representatives	Susan Friedenber & Margie Goodchild
Assistant Principals	George Hill, Larryssa Harris, Andrew Jameson, Amirah 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 and acknowledging cultural differences within the school and incorporating researched-based culturally responsive instructional strategies 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 activities, 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 qualifying 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, approximately 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, ED 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 evident that there are subgroups not meeting the improvement target and/or not showing progress. These subgroups are our Black students, Hispanic students, ED students, ELL students, and SWD. Biology and American Literature are the two content areas where these students are not meeting the improvement targets and/or making progress. In American Literature, all 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% decrease 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-bound, Inclusive, Equitable - Must include subgroup targets.	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 through 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 (CHECK) 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, and support classes. <i>Six Systems - Select 1</i>	API		\$0.00
2) Students will participate in FLEX and GAVS courses to meet graduation requirements. <i>SYSTEM 5: Academic and Behavioral Support</i>	Counselors		\$0.00
3) Counselors will provide a cohort roster for each cohort to analyze data and identify students who are "off track". Monthly meetings will be held. <i>SYSTEM 2: Effective Use of Data</i>	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). <i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	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. <i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Administrators and ILs		\$0.00
6)			\$0.00

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

7)			\$0.00
8)			\$0.00
9)			\$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 <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		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) Teachers will participate in ongoing PD to learn and strengthen pedagogy and instructional strategies. This PD will be aligned to the DCSD instucrional framework and state curriculum.	<i>Six Systems - Select 1</i>	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.□	<i>SYSTEM 2: Effective Use of Data</i>	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.		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) 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.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Teachers		\$0.00
18) Teachers and Admin will provide various opportunities for parent engagement through in-person/virtual/hybrid methods for conferences, curriculum night, and meeting to helpsoopr and advocate for students. Create a parent resource room, academy, & workshops on how to support learning at home.□	<i>SYSTEM 5: Academic and Behavioral Support</i>	Teachers and Administrators		\$0.00
19) Facilitate Curriculum Night with a focus on literacy□	<i>SYSTEM 5: Academic and Behavioral Support</i>	Teachers and Administrators		\$0.00
20) Texting Parents Intervention	<i>SYSTEM 5: Academic and Behavioral Support</i>			\$0.00
21)				\$0.00

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

IMPROVEMENT STRATEGY #2

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
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			\$0.00
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 <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		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

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.		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

IMPROVEMENT STRATEGY #3

Type Improvement Strategy Here	Six Systems - Select 1
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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			\$0.00
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

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 & SWP)</i>		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 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 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

CSIP Progress Monitoring Cycle 1: [CSIP Monitoring Cycle](#)

bring of the 9th - 11th grade cohorts. By December 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: [CSIP Monitoring Cycle](#)

CSIP Progress Monitoring Cycle 3: [CSIP 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
*SMARTIE Goal with Performance Measures * Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.	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).

IMPROVEMENT STRATEGY #1

<i>Attendance Intervention Support</i>		<i>SYSTEM 5: Academic and Behavioral Support</i>		
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) Implement a tardy table at the beginning of each class period.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Counselors and Students		\$0.00
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.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Teachers		\$0.00
3) Teachers will implement a tiered system of interventions as outlined in the attendance policy.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Administrators and teachers		\$0.00
4) Create a recognition program for students with good attendance and improved attendance.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Attendance Team		\$0.00
5)	<i>Six Systems - Select 1</i>			\$0.00
6)	<i>Six Systems - Select 1</i>			\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00

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

11)				\$0.00
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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 & SWP)</i>		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) Monthly meetings of the attendance intervention team.	SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning	AP and Attendance Team		\$0.00
13) During pre-planning, the attendance AP will instruct teachers on attendance protocols and effective use of IC for tracking attendance.	SYSTEM 2: Effective Use of Data	AP		\$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 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)
17) Host attendance recognition programs for students and parents.	SYSTEM 5: Academic and Behavioral Support	Administrators and attendance team		\$0.00
18) Administrators, Counselors, social worker, and others will host meetings for parents of chronically absent students; this could include representatives from the Department of Juvenile Justice.	SYSTEM 5: Academic and Behavioral Support	Administrators, counselors, social worker, attendance		\$0.00
19) All information/messages that goes home to families will be via various methods (text, email, school messenger, etc.) and in home language.	SYSTEM 5: Academic and Behavioral Support	All school faculty and staff		\$0.00
20)				\$0.00
21)				\$0.00
IMPROVEMENT STRATEGY #2				
<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
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			\$0.00
2)				\$0.00
3)				\$0.00
4)				\$0.00
5)				\$0.00
6)				\$0.00

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - 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 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)	<i>Six Systems - Select 1</i>			\$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)	<i>Six Systems - Select 1</i>			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

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

IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
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)	<i>Six Systems - Select 1</i>			\$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 <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		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)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00

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.		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
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
<p>Attendance rates of students using IC reports. By December 2024, students will be recognized for good/positive attendance. Student attendance reports will show a decrease in the number of students tardy and/or absent.</p>				
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle				
<p> </p>				
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				
<p> </p>				

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
SMARTIE Goal with Performance Measures <small> Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.</small>	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 Academy of Finance 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).

IMPROVEMENT STRATEGY #1

<i>Culturally Responsive Instruction</i>		<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>		
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) All teachers will use texts and/or references from culturally diverse cultures, communities, socioeconomic levels.	SYSTEM 1: Standards and Curriculum Implementation	Teachers		\$0.00
2) 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
3) Specialized interest meetings with Counselors.	SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning	Counselors		\$0.00
4) Teacher course selection/recommendation process for each student.	SYSTEM 5: Academic and Behavioral Support	Administrators, counselors, teachers		\$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

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

8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00

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 & SWP)</i>		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) PL on conducting individual conferences with students advising them on course selections.	Six Systems - Select 1	Teachers and administrators		\$0.00
13) PD on explicit and implicit bias.	SYSTEM 6: Instructional Feedback and Professional Learning	Administrators and		\$0.00
14) PD on cultural diversity, culturally responsive teaching, and equity.	SYSTEM 6: Instructional Feedback and Professional Learning	Administrators and		\$0.00
15) Administrators will review course rosters to ensure diversity in clas rosters.	SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper	administrators		\$0.00
16) Monthly walkthroughs to observe teaching strategies.	SYSTEM 1: Standards and Curriculum Implementation	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.		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) Course request/recommendation forms are sent home in Spanish and English.	SYSTEM 5: Academic and Behavioral Support	Administrators and		\$0.00
18) Create a welcoming space by using signs in various languages.	SYSTEM 5: Academic and Behavioral Support	Administrators		\$0.00
19) All school messages will be sent in English and Spanish via various methods.	SYSTEM 5: Academic and Behavioral Support	All faculty and staff		\$0.00
20) 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			\$0.00
21)				\$0.00
IMPROVEMENT STRATEGY #2				
<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
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			\$0.00
2)				\$0.00
3)				\$0.00
4)				\$0.00
5)				\$0.00

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - 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.		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)	<i>Six Systems - Select 1</i>			\$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)	<i>Six Systems - Select 1</i>			\$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

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
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)	<i>Six Systems - Select 1</i>			\$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 <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		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)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00

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.		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
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
<p>sure students are schedule according to teacher recommendations and student/parent requests. 100% of DHS teachers will participate in understand and acknowledge cultural differences within DHS and will adjust to</p>				
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle				
<p> </p>				
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				
<p> </p>				

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
*SMARTIE Goal with Performance Measures * Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.	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

<i>Explicit Comprehension Instruction</i>	<i>SYSTEM 1: Standards and Curriculum Implementation</i>			
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) PLCs meet, in-person or virtually, to discuss data, instructional strategies, lesson planning.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers and Administrators		\$0.00
2) All teachers will use researched based instructional strategies to create lessons and learning activities.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers		\$0.00
3) All teachers will increase the use of DOK level 2 and 3 questioning in daily lessons.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers		\$0.00
4) All teachers will create three-part lessons that include clear learning targets and success criteria daily.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers		\$0.00
5) Teachers will use and create shared content common formative assessments using Illuminate. Data will be gathered and analyzed (focus on domain specific data in EOC content	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers		\$0.00
6) All teachers will increase the use of tactile, kinesthetic, and use of manipulatives.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers		\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00

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 & SWP)</i>		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 Responsible	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.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Administrators and ILs		\$0.00
13) Working effectively as a PLC	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers and Administrators		\$0.00
14) Teachers will participate in PLC to review CSIP priority areas, discuss 3 part lessons, and review data	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers		\$0.00
15) Pathway initiative	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Admin		\$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) Create live streamed and/or pre-recorded videos of classes	<i>SYSTEM 5: Academic and Behavioral Support</i>	Teachers		\$0.00
18) By communicating in various methods, encourage increased parental involvement to help parents understand how they can volunteer and advocate for their student	<i>SYSTEM 5: Academic and Behavioral Support</i>	All faculty		\$0.00
19) Neighborhood Visits to reach and educate more parents about understanding high school expectations.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Administrators, counselors, Social		\$0.00
20)				\$0.00
21)				\$0.00
IMPROVEMENT STRATEGY #2				
		<i>SYSTEM 1: Standards and Curriculum Implementation</i>		
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)	<i>Six Systems - Select 1</i>			\$0.00
2)				\$0.00
3)				\$0.00

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - 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 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)	<i>Six Systems - Select 1</i>			\$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)	<i>Six Systems - Select 1</i>			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

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

IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
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)	<i>Six Systems - Select 1</i>			\$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 <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		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)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00

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.		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
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
PLC meetings and review the weekly PLC meeting agenda/notes. By October 2024, 100% of DHS's teacher will be working in a functioning PLC and will be creating and implementing standards based instruction. A				
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				

