SCHOOL IMPROVEMENT PLAN 2021-2022

SCHOOL NAME: DUTCHTOWN HIGH SCHOOL
YEAR: 2021-2022

GOAL STATEMENT:

- STUDENTS WILL MEET THEIR INDIVIDUAL GROWTH GOALS IN ALL CONTENT AREAS THROUGH A FOCUS ON FEEDBACK AND RESPONSE TO INDIVIDUAL NEEDS.
- STUDENTS WILL IMPROVE THE STRENGTH OF THEIR DIPLOMAS BY EARNING DUAL ENROLLMENT CREDITS, TAKING AP COURSES AND AP EXAMS, EARNING IBCS, AP AND CLEP COLLEGE CREDIT AND JUMPSTART BASIC AND ADVANCED CREDENTIALS.

OBJECTIVE:

- INCREASE IN THE FOLLOWING ACADEMIC INDICES: LEAP 2025 FROM (DTHS ONLY, W/O MS SCORES) 91.7 TO 93.7 AND ACT/WORKKEYS FROM 81.3 TO 90 BY MAY 2022.
- INCREASE THE STRENGTH OF DIPLOMA INDEX OF THE 2021 COHORT FROM 116.6 TO 117 BY MAY 2022.

INSTRUCTIONAL EXCELLENCE AND ALIGNMENT: INTENTIONAL AND STRATEGIC WORK THAT EMPOWERS ALL LEARNERS TO REACH THE NEXT LEVEL OF LEARNING AND ACHIEVEMENT TOWARDS COLLEGE AND CAREER READINESS. THERE IS A COMMITMENT TO IMPLEMENTING HIGH QUALITY CURRICULA AND STANDARDS ALIGNED ASSESSMENTS RESULTING IN A LEARNING ENVIRONMENT FILLED WITH QUALITY EXPERIENCES THAT ARE RESEARCH BASED AND EMPOWER LEARNERS TO THINK CRITICALLY AND PROBLEM SOLVE.

SQF FACTORS INVOLVED IN THIS DOMAIN:

1. **CLEAR DIRECTION -** THE CAPACITY TO AGREE UPON, DEFINE, AND CLEARLY COMMUNICATE TO STAKEHOLDERS THE DIRECTION, MISSION, AND GOALS THAT THE SCHOOL IS COMMITTED TO ACHIEVING.
3. **HIGH EXPECTATIONS** – A SCHOOL'S STATED COMMITMENT TO EXPECTATIONS FOR ALL STAKEHOLDERS, INCLUDING STUDENT LEARNING OUTCOMES, TEACHER QUALITY, LEADERSHIP EFFECTIVENESS, COMMUNITY ENGAGEMENT, AND PARENTAL INVOLVEMENT.
4. **IMPACT OF INSTRUCTION**- THE CAPACITY OF EVERY TEACHER TO PURPOSEFULLY AND INTENTIONALLY CREATE AN ENVIRONMENT THAT EMPOWERS ALL STUDENTS TO BE SUCCESSFUL IN THEIR LEARNING AND REACH EXPECTED LEVELS OF ACHIEVEMENT, INCLUDING READINESS TO TRANSITION TO THE NEXT LEVEL OF LEARNING OR CAREER PATHWAY.
7. **IMPLEMENTATION CAPACITY** – THE ABILITY OF AN INSTITUTION TO CONSISTENTLY EXECUTE ACTIONS DESIGNED TO IMPROVE ORGANIZATIONAL AND INSTRUCTIONAL EFFECTIVENESS.

APSB DISTRICT PRIORITIES IN THIS DOMAIN:
QUALITY EXPERIENCES FOR STUDENTS
COMMUNICATION
CORE VALUES (TEAMWORK, SERVICE, LEADERSHIP, AND LEARNING)

INSTRUCTIONAL EXCELLENCE AND ALIGNMENT **ACTIVITIES**:

ACTIVITIES	RESOURCES	PROJECTED COST	FUNDING SOURCE	PERSONS RESPONSIBLE	EVIDENCE OF MONITORING PROGRESS	TIMELINE/ COMPLETION DATE	MEASURING FINAL OUTCOMES	NEXT STEPS

REFOCUS ON PLC WORK - CONNECTED TO MEASURED PROGRESS TRAINING (FOCUSED ON NEXT STEPS)	PLC-SPECIFIC ASSESSMENT MEASURED PROGRESS BOOK STRONG MODELS OF THE 7 STRATEGIES WALKTHROUGH FORM BASED ON SPECIFIC CRITERIA PEER WALK THROUGH CRITERIA AND NIET RUBRIC (NEW LEARNING)	FREE	N/A	ADMINISTRATORS TIED TO PLCS, PLC FACILITATORS, PLC MEMBERS, TEACHER COACHES, STUDENTS	TRACKING/ PROGRESS MONITORING TAGGED TO IDENTIFIED STANDARDS BM DATA, SHORT TERM WINS DATA PULLED FROM WALKTHROUGHS TO GUIDE PD	ON-GOING EACH SEMESTER	LEAP RESULTS, SPECIFICALLY STUDENT PERFORMANCE IN STANDARDS BEING TRACKED BM RESULTS, ACT RESULTS, AP RESULTS, CREDENTIAL DATA, CLEP RESULTS, GRIFFIN GUARDIAN TRACKING FORMAL OBSERVATIONS	PLAN PD FOR PRE-PLANNING DAYS EFFICIENT TEACHING OF STUDENT PROGRESS WITH TEACHER INCLUSION & TRAINING ON USE ACCOUNTABILITY FOR PLC CYCLE IMPLEMENTATION, IGP WORK, NEXT STEPS IN DAILY INSTRUCTION STUDENT CENTERED LEARNING: TRANSFERABLE SKILLS & GROWTH MINDSET CULTURE FOCUSES STREAMLINING PROCESSES FOR TEACHER DOCUMENTATION (EX. SWAP, ADVISORY TRACKING, ETC.) PEER WALK THROUGHS LEAP 2025, PRE-ACT, ACT, WORKKEYS TRAIN PLC FACILITATORS IN HOW MEASURED PROGRESS TIES TO THE PLC PROCESS.
STRENGTH OF DIPLOMA FOCUS	SOD DATA; LANGUAGE FROM LDOE RE: CHANGES TO SOD POINTS; PERSONNEL FOR A TASK FORCE	MONIES TO PAY FOR DE; AP; CLEP TESTS, ETC.		ADMIN., REG., COUNSELORS, AND TASKFORCE MEMBERS; TEACHERS WHOSE SLTS ARE TAGGED TO SOD	SOD TRACKING CHARTS PER COHORT REVIEWED AT THE START OF	ON-GOING EACH SEMESTER	END SOD POINTS EARNED PER STUDENT	ORGANIZE A TASK FORCE TO STUDY THE NEW SOD ACCT. RULES AND BRAINSTORM BEST OPTIONS TO INCREASE OUR COHORTS' SOD INDICES

					EACH SEMESTER			
STAR TRANSITIONING TO EDUCATOR RISING PROGRAM	TEACHER TRAINING; BOOKS, CLASSROOM MATERIALS	COST OF EDUCATOR RISING CURRIC	DISTRICT CTE	TEACHER EDMONDS, ASST PRIN (RACHAL); CTE SUPERVISOR (MATTHEWS)	COMPLETION OF TEACHER TRAINING; IMPLEMENTATION OF CURRICULUM; STUDENT GRADES	TEACHER TRAINING IN SUMMER OF 2021; STUDENTS ENROLLED IN 2021-22 ACADEMIC YEAR	STUDENT PASSAGE RATE; STUDENT PROGRAM REFLECTION UPON COMPLETION	TEACHER BEGINS PLANNING FOR RECRUITMENT OF FUTURE STUDENTS
CAREER COACHES REACH OUT TO POST-SEC SCHOOLS TO SPEAK WITH STUDENTS ABOUT CAREER IN EDUC	CAREER COACHES, CONTACT PERSONNEL	TRAVEL COSTS; COMP PAY FOR CAREER COACHES	DISTRICT CTE FUNDS	CAREER COACHES	LOGS, DOCUMENTATION OF CONTACT; SIGN IN SHEETS	YEARLONG; COMPLETION PRIOR TO END OF EACH SCHOOL YEAR	STUDENT SURVEY DOCUMENTING LEVEL OF HELPFULNESS; ONGOING DATE AROUND COHORT'S POST-SECONDARY RESULTS	CAREER COACHES BEGIN CONTACTING POST-SEC SCHOOLS;

GOAL STATEMENT:

- CREATE SYSTEMS TO RECRUIT, RETAIN, AND DEVELOP OUR HUMAN CAPITAL SO THAT WE ARE ABLE TO PROVIDE THE BEST SERVICES POSSIBLE TO MEET THE NEEDS OF ALL STUDENTS.
- IDENTIFY, DEVELOP, AND IMPLEMENT METHODS TO IMPROVE THE OVERALL EFFICIENCY OF OUR FACILITY.

OBJECTIVE:

- INCREASE TEACHER RETENTION FROM 93.3% TO 94% BY MAY 2022.
- INCREASE STUDENT & PARENT SATISFACTION RELATED TO *RESOURCES AND SUPPORT SYSTEMS* OF THE COGNIA STUDENT & PARENT SURVEYS.

WORKFORCE/RESOURCE MANAGEMENT: TO BE INTENTIONAL AND PURPOSEFUL IN PLANNING, SECURING, AND ALLOCATING RESOURCES (HUMAN, MATERIALS, TECHNOLOGY, AND FISCAL) TO MEET THE NEEDS OF EVERY LEARNER TO ENSURE A RETURN ON INVESTMENT.

SQF FACTORS INVOLVED IN THIS DOMAIN:
SCHOOL QUALITY FACTORS INVOLVED IN THIS DOMAIN:

3. **HIGH EXPECTATIONS** – A SCHOOL'S STATED COMMITMENT TO EXPECTATIONS FOR ALL STAKEHOLDERS, INCLUDING STUDENT LEARNING OUTCOMES, TEACHER QUALITY, LEADERSHIP EFFECTIVENESS, COMMUNITY ENGAGEMENT, AND PARENT INVOLVEMENT.

APSB DISTRICT PRIORITIES IN THIS DOMAIN:
STEWARDSHIP
EMPLOYEE RECRUITING AND RETENTION

4. **IMPACT OF INSTRUCTION** - THE CAPACITY OF EVERY TEACHER TO PURPOSEFULLY AND INTENTIONALLY CREATE AN ENVIRONMENT THAT EMPOWERS ALL STUDENTS TO BE SUCCESSFUL IN THEIR LEARNING AND REACH EXPECTED LEVELS OF ACHIEVEMENT, INCLUDING READINESS TO TRANSITION TO THE NEXT LEVEL OF LEARNING OR CAREER PATHWAY. 5. **RESOURCE MANAGEMENT –** THE ABILITY OF A SCHOOL TO PLAN, SECURE, AND ALLOCATE ITS RESOURCES (HUMAN, MATERIAL, AND FISCAL) TO MEET THE NEEDS OF EVERY LEARNER. 7. **IMPLEMENTATION CAPACITY** – THE ABILITY OF AN INSTITUTION TO CONSISTENTLY EXECUTE ACTIONS DESIGNED TO IMPROVE ORGANIZATIONAL AND INSTRUCTIONAL EFFECTIVENESS.	

WORKFORCE/RESOURCE MANAGEMENT **Activities**:

Activities	Resources	Projected Cost	Funding Source	Persons Responsible	Evidence of Monitoring Progress	Timeline/ Completion Date	Measuring Final Outcomes	Next Steps
RESTRUCTURE LT	LEADERSHIP LESSONS, ARTICLES, BOOKS, ETC.	FREE	N/A	ADMIN., LT MEMBERS	SHORT TERM WINS	MAY 2022	END OF YR LT SELF-ASSESSMENTS; SHARE OUTS	LEADERSHIP TEAM GOALS SURVEY; PACE LT MTG. GOALS; DIFFERENTIATE NEW LEARNING BASED ON GOALS;
IDENTIFY TEACHERS WHO ARE INTERESTED IN LEADERSHIP DEVELOPMENT	SURVEY	FREE	N/A	ADMIN, LT MEMBERS	SURVEY RESPONSES	IDENTIFY SEPTEMBER 2021 MEETING/ASSIGN MENTOR OCTOBER 2021	EVALUATION OF ACTION PLAN	CREATE AN ACTION PLAN FOR THOSE TEACHERS AND PAIR WITH A MENTOR
REDISTRIBUTE DUTIES IN ORDER TO DEVOTE MORE TIME TO TEACHER/LEADER DEVELOPMENT	IDENTIFY THE NEED FOR PD WALKTHROUGH FORM BASED ON SPECIFIC CRITERIA	FREE	N/A	ADMIN/ILT MEMBERS	WALKTHROUGH DOCUMENTS	ONGOING	END OF YR LT SELF-ASSESSMENTS; SHARE OUTS	UTILIZE ILT MEMBERS TO PLAY A MORE ACTIVE ROLE IN TEACHER PROFESSIONAL DEVELOPMENT. REVISIT PEER WALKTHROUGHS
ACCESS CONTROLS	DISTRICT MANPOWER AND MATERIALS	DISTRICT TBA	DISTRICT FUNDS	DISTRICT PERSONNEL, CUSTODIAL STAFF, ASST PRIN	ONGOING COUNT OF CARD ACCESS	DISTRICT TIMELINE	ACCESS TO ALL DOORS AVAILABLE THROUGH DISTRICT ID CARDS	DISTRICT AND SCHOOL PERSONNEL COMMUNICATE AND COORDINATE

NUMBERING PARKING SPOTS	TIGER STRIPE PAINTING	$4000.00	SCHOOL PARKING TAG FUNDS	G RACHAL, TIGER STRIPE PAINTING		AUGUST		
EXTERIOR SIGNAGE	DIEZ	TBA	DISTRICT & SCHOOL FUNDS	LOVING, DIEZ SIGNS, FACILITY MGR, CUSTODIANS	SIGNS PLACED IN APPROPRIATE LOCATIONS AROUND CAMPUS	ONGOING THROUGHOUT 2021-22 YEAR	CAMPUS LOCATIONS WILL ALL BE IDENTIFIED WITH CLEARLY VISIBLE SIGNS	PLACE SIGNS; IDENTIFY ADDITIONAL LOCATIONS NEEDING IDENTIFICATION; PROCURE SIGNS FOR THOSE LOCATIONS

Goal Statement:

- TO CREATE/ESTABLISH CONSISTENT AND RECIPROCAL RELATIONSHIPS WITH MULTIPLE BUSINESS, INDUSTRY & POST- SECONDARY PARTNERs.

Objective:

- GAIN AT LEAST ONE OR TWO PARTNERS IN EDUCATION BY MAY 2022
- INCREASE ADMIN MTGS WITH SCHOOL BOARD MEMBERS FROM AT LEAST 1 TO 2 PLANNED MTGS BY MAY 2022

Collaborative Partnerships: Ongoing shared responsibility and development of vision, goals, and outcomes involving stakeholders. Learners and all stakeholders are engaged in an effective manner to improve learning outcomes. Partnerships exist between district and school leaders, school leaders and instructional staff, instructional staff and students, student to student, parents to teachers, community leaders to schools, etc. There is a ongoing cycle of reciprocity learning that exists among all stakeholders

SQF Factors Involved in this Domain:

1. **Clear Direction -** The capacity to agree upon, define, and clearly communicate to stakeholders the direction, mission, and goals that the school is committed to achieving.
2. **Healthy Culture** – The shared values, beliefs, written and unwritten rules, assumptions and behavior of stakeholders within the school community that shapes the school's social norms and creates opportunities for everyone to be successful.
3. **High Expectations** – A school's stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.
6. **Efficacy of Engagement**- The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.
7. **Implementation Capacity** – The ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness.

APSB District Priorities in this Domain:

Professional Growth for All

COLLABORATIVE PARTNERSHIPS **Activities**:

Activities	Resources	Projected Cost	Funding Source	Persons Responsible	Evidence of Monitoring Progress	Timeline/ Completion Date	Measuring Final Outcomes	Next Steps
SI CONSORTIUM 2021	DATA; STAKE HOLDERS/ PARTICIPANTS	N/A	N/A	ADMIN.	FEEDBACK FROM STAKEHOLDERS	JULY 2021	INPUT FROM STAKEHOLDERS; EOY ASSESSMENT OF SIP PLAN; SPS RESULTS	USE STAKEHOLDER INPUT TO ADD TO SIP DOCUMENT; MAKE SURE PERSONS RESPONSIBLE ARE AWARE OF SIP.
SEMESTER MEETINGS WITH SCHOOL BOARD MEMBERS	ADMIN & SCHOOL BOARD MEMBER	N/A	SCHOOL GENERAL FUNDS	ADMIN	DOCUMENTATION OF MEETING ATTENDANCE; MINUTES OF MEETING CONTENTS	SEPT 21 -APRIL 22	SURVEY ADMIN/BOARD \MEMBERS ABOUT EFFECTIVENESS OF MEETING. EXAMINE COMPLETION OF PROPOSED PROJECTS	SEND REMINDER EMAILS/TEXTS ABOUT MEETINGS. CONTINUE TO SCHEDULE FUTURE MEETINGS
DISTRICT WIDE APP	PHONE APPLICATION	DISTRICT TBD	DISTRICT FUNDS	JACKIE TISDELL	NUMBER OF STAKEHOLDERS THAT DOWNLOAD THE APP	SPRING 2022	COGNIA SURVEY ON EASE OF COMMUNICATION	CONTINUED COLLABORATION WITH DISTRICT PERSONNEL
BUSINESS EXPO TO ENSURE WE HAVE MUTUALLY BENEFICIAL RELATIONSHIPS WITH BUSINESS/INDUSTRY	CAREER COACHES/ CTE PERSONNEL/ PUBLIC INFORMATION PERSONNEL	DISTRICT TBA	DISTRICT CTE FUNDS	CAREER COACHES	NUMBER OF STAKEHOLDERS PARTICIPATING IN EVENT	SPRING 2022	INCREASED NUMBER OF SCHOOL/BUSINESS PARTNERSHIP.	CAREER COACHES BEGIN REACHING OUT TO LOCAL BUSINESSES TO PARTICIPATE IN EVENT AND ESTABLISH A LOCATION.

GOAL STATEMENT:

- WE WILL IMPROVE THE QUALITY OF SOCIAL AND EMOTIONAL LEARNING BY IDENTIFYING, PURCHASING, AND PROVIDING RESOURCES TO TEACHERS GEARED TO MEETING THE NEEDS OF EACH STUDENT.
- TEACHERS WILL BE PROVIDED ACCESS TO ONGOING WELLNESS ACTIVITIES AND RESOURCES FOR EMOTIONAL SUPPORT.

OBJECTIVE:

- INCREASE THE GRADUATION RATE FROM 95% TO 96% BY MAY 2022.

CULTURAL RESPONSIVENESS: SHARED BELIEF SYSTEM EXISTS AMONG ALL STAKEHOLDERS ABOUT THE RESPONSIBILITY TO RESPOND TO THE DIVERSE NEEDS OF THE ENTIRE SCHOOL COMMUNITY, INCLUDING STUDENTS, TEACHERS, PARENTS, AND STAFF. RESPONDING MEANS UNDERSTANDING THE COMMUNITY YOU SERVE AND BEING INTENTIONAL ABOUT MEETING THEIR VARYING NEEDS TO FULLY REACH CULTURALLY DIVERSE POPULATIONS, LEARNERS WITH SOCIAL EMOTIONAL NEEDS, STUDENTS WITH DISABILITIES, ENGLISH LEARNERS, AND DISCIPLINE SUBGROUPS, ETC. ALLOWING ALL LEARNERS TO BE SUCCESSFUL.

SQF FACTORS INVOLVED IN THIS DOMAIN:

1. **CLEAR DIRECTION -** THE CAPACITY TO AGREE UPON, DEFINE, AND CLEARLY COMMUNICATE TO STAKEHOLDERS THE DIRECTION, MISSION, AND GOALS THAT THE SCHOOL IS COMMITTED TO ACHIEVING.
3. **HIGH EXPECTATIONS** – A SCHOOL'S STATED COMMITMENT TO EXPECTATIONS FOR ALL STAKEHOLDERS, INCLUDING STUDENT LEARNING OUTCOMES, TEACHER QUALITY, LEADERSHIP EFFECTIVENESS, COMMUNITY ENGAGEMENT, AND PARENTAL INVOLVEMENT.
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7. **IMPLEMENTATION CAPACITY** – THE ABILITY OF AN INSTITUTION TO CONSISTENTLY EXECUTE ACTIONS DESIGNED TO IMPROVE ORGANIZATIONAL AND INSTRUCTIONAL EFFECTIVENESS.

APSB DISTRICT PRIORITIES IN THIS DOMAIN:

SECURITY

COMMUNICATION

CULTURAL RESPONSIVENESS **Activities**:

Activities	Resources	Projected Cost	Funding Source	Persons Responsible	Evidence of Monitoring Progress	Timeline/ Completion Date	Measuring Final Outcomes	Next Steps
YEAR-LONG PD FOCUSED ON WORKING SMARTER, NOT HARDER	PODCASTS ABOUT SELF CARE; PD RESOURCES related to student-centered learning experiences; NIET model videos	FREE	N/A	EVERYBODY	WALK THROUGHS,OBSERVATIONS, INTERIM DATA, TEACHER SURVEYS	ON-GOING EACH SEMESTER; EVALUATIONS AT END OF YEAR	INCREASED ACADEMIC INDICES	RESEARCH FOR PD; LONG RANGE PLAN
ADVISORY ALIGNED TO PORTRAIT OF A GRADUATE & SEL	PORTRAIT OF A GRADUATE DOCUMENT; SEL MATERIALS	TBD	TITLE IV FUNDS	ADMIN., ADVISORY TEAM, ADVISORY TEACHERS, COUNSELORS	ADVISORY TRACKING DATA, ADMIN. APPROVAL	ON-GOING	STUDENT SELF-ASSESSMENTS IN ADVISORY; END OF SEMESTER SURVEY	CREATE A MORE CONCRETE WAY FOR TEACHERS TO ADDRESS HOW TO MEET THE SOCIAL AND EMOTIONAL NEEDS FOR STUDENTS. ESPECIALLY THROUGH ADVISORY TRACKING. PROVIDE TEACHERS WITH RESOURCES TO PROVIDE TO STUDENTS.
TIE STUDENT MENTORS TO SPECIFIC INCOMING FRESHMEN THAT MAY BE IDENTIFIED AS “AT RISK”	9TH GR DATA TO IDENT. AT RISK STUDENTS	N/A	N/A	MENTORING SPONSOR, ACADEMY ADMIN.	TEAMING, ON-GOING DATA TRACKING	ON-GOING	DISCIPLINE DATA/GRADE COMPARISON	IDENTIFY AT-RISK STUDENTS AND MATCH MENTORS, DISCUSS EXPECTATIONS FOR MENTOR/MENTEE RELATIONSHIPS

COUNSELORS IMPLEMENT SM GROUP PULL OUTS DURING ADVISORY	TEACHER REFERRALS; STUDE. VOLUNTEERS, SEL MATERIALS	TBD	TITLE IV FUNDS	COUNSELORS	ANECDOTAL FEEDBACK FROM COUNSELORS & FROM STUDENTS	ON-GOING	STUDENT REFLECTION/COUNSELOR COMMENTS	COUNSELORS SEEK REFERRALS AND VOLUNTEERS/ CREATE
MAKE TUTORING MORE AVAILABLE TO EVERY STUDENT.	TUTORING OPP. LIST, TEACHER/STUDENT TUTOR LIST	N/A	N/A	TEACHERS TO TUTOR, STUD SERV SECRETARY	STUDENT PARTICIPATION IN TUTORING	ON-GOING	TRACKING TUTORING ATTENDANCE	PROMOTE TUTORING AND MAKE IT FEEL LIKE A MORE POSITIVE EXPERIENCE THAN NEGATIVE.
TEACHERS CHECK-IN ON STUDENTS RE: WORKLOAD & GET INPUT ON LESSON EFFECTIVENESS.	TEACHER EVAL SURVEYS, STUD REFLECTIONS & DATA	N/A	N/A	TEACHERS	STUD FEEDBACK THROUGH ANONYMOUS EVALS EACH SEM.	ON-GOING	TEACHER END OF SEMESTER EVALS	EX: WAS THIS HOMEWORK ACTUALLY USEFUL? DID IT HELP YOU UNDERSTAND A CONCEPT OR DID IT SEEM LIKE BUSY WORK? WORK ON STUDENT DRIVEN LESSONS/MORE GAME LIKE.