



Continuous Improvement Plan

SCHOOL NAME: Dysart High School
PRINCIPAL'S NAME: Amy Hartjen
SCHOOL YEAR: 2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

2020-2021 DHS CIP Goals

Title 1 CNA Indicators 2.3/2.4/4.3 & 4.6

- There will be a 12% increase in the number of students scoring proficient and highly proficient on each of the state exams, including all sub-populations of all students tested (ESS, ELL, and ethnic sub-populations). **(TARGETED SUPPORT GOAL)**

Strategies:

- There will be effective implementation and use of PLC practices.
- Teachers will use highly effective practices in their planning and instruction.
- Teachers will gain a deep understanding of their standards and the proficiency scales related to them.
- The academic intervention team will work with staff and students to ensure students master standards.
- Teachers will provide students with tutoring after school hours.

Title 1 CNA Indicator 3.5

- 100% of our staff are going to use professional learning time to improve their efficacy through collaboration, participation and implementation of instructional best practices to improve student achievement.

Strategies:

- Provide meaningful learning opportunities for staff
 - Utilize WestED trainings and resources to continuously improve our instruction
- PLC's will hold each other mutually accountable for collaboration and respectful interactions
- Teachers within grade-levels and cross content will be giving an opportunity to meet and discuss students they have in common.

Title 1 CNA Indicators 2.1/5.1

- DHS Staff will create and implement consistent practices and structures that support a learning culture of high expectations for student learning that results in an increase in the number of students who demonstrate post-secondary readiness as measured by the CCRI and State Letter Grade components

Strategies:

- DHS will continue its rollout of the PBIS program on campus.
- Staff will consistently implement agreed upon research based practices for all students in all classrooms.
- There will be a 25% increase in the number of students who score Proficient on the AZELLA test. Additionally, there will be a 25% increase in the number of students who progress a proficiency level. (Focus on academic vocabulary) **(TARGETED SUPPORT GOAL)**
- There will be a 15% increase in the number of Dual Enrollment credits earned and/or a 15% increase in AP exam scores of 3 or higher.
- 90% of each cohort will be on track with the credits needed to graduate by the end of the academic year.
- 100% of the students enrolled in a CTE concentrator level course will successfully pass the state exam and/or complete the internship program.
- Staff and Students will be encouraged to get involved and connect with the campus.

Title 1 CNA Indicators 6.1/1.4

- We will improve our collaborative partnerships with stakeholders to create a community-centered environment on our campus.

Strategies:

- We will work to increase our staff participation in campus and community events as a means to build relationships with parents and the community.
- We will work to increase our students participation in campus and community events as a means to build connectedness to campus.
- We will work to provide families more frequent updates about their student's academic progress through their preferred means of communication.
- We will work to increase our partnerships with our community.

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Goal 1

Principles:	Primary Need: Primary Need: (head of fishbone) Teachers do not maintain high expectations for all students as evidenced by our state test scores, instructional tasks and walk-thru data.				
	Root Cause: Not all teachers build meaningful relationships with students				
	Needs Statement: Teachers need to know students as learners and as an individual.				
	Desired Outcome: Teachers will maintain high expectations for all students by getting to know their students as individuals and their specific learning abilities/skills.				
Smart Goal: (If the primary need is fixed how will your % proficient be affected?) DHS Staff will create and implement consistent practices and structures that support a culture of high expectations for student learning that results in an increase in the number of students who demonstrate post-secondary readiness as measured by the CCRI.					
Strategy 1 Title: PBIS Implementation Narrative: DHS will continue its rollout of the PBIS program on campus.	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
	Informational Sessions for Staff	Kick-off and roll-out of PBIS information and data monitoring (app) to staff at Beginning-of-the-Year professional development sessions.	July/August	PBIS Team	PBIS Data
	Information for Students/Parents	Kick-off and roll-out of PBIS information to students at the beginning of the 2020-2021 school year. Share information/ program expectations with parents.	July/August	PBIS Team	PBIS Data
	Implementation Steps	PBIS team will complete the culture surveys and use the data to plan and adjust roll out plans; monitor behavior data; accumulate/distribute reinforcements; use of the rewards app; cyclical updates with staff about positive culture and relationships on campus	Ongoing	PBIS Team	PBIS data; behavior data

Strategy 2: Title: Best practices Staff will consistently implement agreed upon research based practices for all students in all classrooms	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
	Staff Collaboration on Best Practices	Staff will discuss and create common expectations for learning that will be implemented in classrooms.	Ongoing	Admin, TLS	Walk-thrus
Strategy 3: Title: ELL Proficiency Narrative: There will be a 25% increase in the number of students who score Proficient on the AZELLA test. Additionally, there will be a 25% increase in the number of students who progress a proficiency level. (Focus on academic vocabulary) (TARGETED SUPPORT GOAL)	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
	Professional Development	Professional Learning on Academic Vocabulary for ELL students; effective ELL instructional strategies.	Ongoing	Admin/TLS/LAM	Walk-thrus
	Instruction	Teachers will teach academic vocabulary in context; embedding reading and writing with needed academic vocabulary	Ongoing	Admin/TLS/LAM	Walk-thrus
Strategy 4: Title: Dual Enrollment/AP Narrative: There will be a 15% increase in the number of Dual Enrollment credits earned and/or a 15% increase in AP exam scores of 3 or higher.	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
Strategy 5: Title: On track to graduate Narrative: 90% of each cohort will be on	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate

track with the credits needed to graduate by the end of each academic year.	Academic Supports	Provide Interventions/Tutoring/ iSchool/ Extension Create action plans for students who are credit deficient	Ongoing	Admin, Counselors, Teachers	Passing rates
	Counselor Meetings	Counselors meet with struggling students at grade postings	At each grade posting	Counselors	Counselor logs
	Communication	Teachers communicate regularly with parents about students' grades.	Ongoing	Teachers	Communication Logs
	RtI	Use RtI Processes to support struggling students	Ongoing	RTI Team	RtI platform and minutes
Strategy #6 Title: CTE Completers Narrative: 100% of the students enrolled in a CTE concentrator level course will successfully pass the state exam and/or complete the internship program.	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
	Academic Planner	CTE teachers will use the Academic Planner with students to ensure students know the correct courses to complete the CTE pathway	Prior to course selection	CTE Teachers/C&I AP	Course registration data
	Internships	Introduce career internships and its benefits to all Freshmen and parents as a way to promote the completion of all CTE programs.	During course selection and at CTE Events	CTE Team, Counselors, C&I AP	Internship placements and completions
Strategy #7 Title: Connections to Campus Narrative: Staff and Students will be encouraged to get involved and connect with the campus.	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
	Connectedness for Students	Students will be encouraged to find a club or activity to get involved with on campus. Advertise events, club/activity fairs, future freshman events	August 2020	Admin, Club Sponsors, Coaches	Participations rates
	Connectedness for Students	Staff will be encouraged to find a committee, club or activity in which to actively participate; advertise campus events for staff to connect with students outside of the classroom.	August 2020	Admin, Club Sponsors, Coaches	Participations rates

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Goal 2

Principles:	<p>Primary Need: Not all teachers are implementing with fidelity an evidence based, rigorous and standards based curriculum and instruction that is relevant to students' needs based on AzMERIT data and walk-thrus.</p>
	<p>Root Cause: Teachers are ineffectively prepping and planning for meaningful instruction.</p>
	<p>Needs Statement: Teachers need to better understand and value implementing the teaching learning cycle with fidelity.</p>
	<p>Desired Outcome: Our staff will implement the teaching learning cycle with fidelity to ensure that students are mastering standards at the correct level of proficiency through well planned, engaging instruction.</p>

Smart Goal: (If the primary need is fixed how will your % proficient be affected?)
There will be a 12% increase in the number of students scoring proficient and highly proficient on each of the state exams, including all sub-populations of all students tested (ESS, ELL, and ethnic sub-populations).

	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
Strategy 1: Title: PLC Practices Narrative: There will be effective implementation and use of PLC practices	Professional Development	At the start of the year, we will do PD on PLC practices and expectations. We will provide both cyclical training for returning teachers and training for new staff.	Start of the year and on-going through prep connect on different PLC practices	Admin, TLS, Intervention Team	PLC minutes, student data
	Data Conversations	Intervention team and admin will meet with ELA and math PLCs to hold data discussions.	Ongoing bi-weekly	Admin, Intervention	PLC minutes, student data
Strategy 2: Title: Instructional Practices Narrative: Teachers will use highly effective practices in their	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
	Professional Development	Provide menu style PD to staff on different types of highly effective instructional practices—instruction for ELL/ESS students; AVID strategies; modeling; academic discourse; blended learning	Ongoing	Admin, TLS, AVID Coordinator, NCL	Lesson Plans, walk thru data

planning and instruction.		strategies; relevancy; exemplars; student centered learning.			
	Professional Development/Coaching	Provide menu style PD to staff on different types of highly effective instructional practices—instruction for ELL/ESS students; AVID strategies; modeling; academic discourse; blended learning strategies; relevancy; exemplars; student centered learning.	Ongoing	Admin, TLS, Intervention Team	Lesson Plans, Walk Thru Data, Coaching Conversations
Strategy 3:	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
	Professional Development	Staff will attend campus and district PD related to standards and proficiency scales.	Ongoing	Content Specialists, Admin, TLS, Interventionist and Teachers	Training materials, lesson plans
	Planning	Staff will work with their PLCs to implement the standards at the proper level of expectation based on the proficiency scales using backwards design	Ongoing	Teachers	Training materials, lesson plans
	Communication	Staff will clearly articulate with students what they need to learn and how they will show they have learned it	Ongoing	Teachers	Walk-thru data

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<p>Strategy 4: Title: Academic Intervention Supports Narrative: The academic intervention team will work with staff and students to ensure students master standards.</p>	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
	RtI Supports	The Academic Intervention Team will train the staff on RtI processes; the team will meet weekly to discuss and create plans for supporting students brought to RtI; team will set up meetings with counselors, teachers and parents to discuss supports	Weekly	RtI Team (academic interventionists, counselors, psychologists)	RtI Platform documentation
	Academic Support to Teachers and Students	Academic interventionists will work with students and teachers to ensure that students get the Tier 2 and Tier 3 supports needed to master the standards at the correct level of proficiency.	Weekly	Academic Intervention Team	Student data, lesson plans, PLC minutes
	Professional Development/Coaching	Academic Interventionists will work with the teachers to model and provide instructional strategies needed to provide Tier 2 supports within the classroom based on formative assessments.	Ongoing	Admin, Academic Intervention Team	Presentation materials, PLC minutes
<p>Strategy 5: Title: Tutoring Supports Narrative: Teachers will provide students with tutoring after school hours.</p> <p>Strategy tied to the TSI grant for supporting targeted support students.</p>	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
	Targeted Support Tutoring	Teachers will provide targeted support tutoring to ELL learners using strategies that support language learning and content mastery.	Ongoing	Tutoring Teachers	Tutoring logs, student progress
	Targeted Support Tutoring	Teachers will provide targeted support tutoring to ESS learning using strategies that support their learning difficulties. Tutoring shall be in addition to all required ESS and IEP services.	Ongoing	Tutoring Teachers	Tutoring logs, student progress
	Targeted Support Tutoring	Teachers will provide targeted support to Native American learners	Ongoing	Tutoring Teachers	Tutoring logs, student progress

		using strategies that will support learning and content mastery.			
	Core Area Tutoring	Teachers will provide tutoring to students using strategies that will support learning and content mastery.	Ongoing	Tutoring Teachers	Tutoring logs, student progress

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Goal #3

Principles:	<p>Primary Need: (head of fishbone) Our professional day doesn't always lend itself to provide appropriate planning and prep time as well as collaboration opportunities for all teachers, staff and administration to ensure continuous improvement as evidenced by staff feedback and student data.</p>
	<p>Root Cause: Teachers are hesitant to change.</p>
	<p>Needs Statement: (tail of fishbone) Teachers need to be open to change in order to ensure that effective PLC goals are established and implemented.</p>
	<p>Desired Outcome: (Needs statement restated in a positive) Planning and preparation time will focus on all departments making the necessary changes to ensure best practices are being implemented consistently.</p>

SMART Goal: (If the primary need is fixed how will your % proficient be affected?)
100% of our staff are going to use professional learning time to improve their efficacy through collaboration, participation and implementation of instructional best practices to improve student achievement.

	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
<p>Strategy #1: Title: Non-PLC based discussions Narrative: Teachers within a grade-level and cross content will be giving an opportunity to meet and discuss students they have in common.</p> <p style="color: red;">Targeted Support Plan Strategy</p>	Grade-level discussions	Use the RtI planform to identify struggling students to hold team meetings and parent conversations	Ongoing	Intervention Team	RtI data
	ESS/Content Area Discussions	ESS Team meets with content area teachers to provide strategies and resources/support materials; provide support on best practices and instructional strategies for supporting ESS students.	Ongoing Monday PD Time	Admin/ESS Specialist	Meeting notes
	ELL/Content Area Discussions	ELL teachers and content teachers to meet to provide strategies and resources/support materials; provide supports on best practices and instructional strategies for supporting ELL students; PLC's provide content specific vocabulary to the ELL teachers to support vocabulary development.	Ongoing Monday PD Time	Admin/LAM	Meeting Notes
	Content teacher/para training	Provide training for content areas on how to best utilize and support ESS	Monday PD Time	Admin/ESS Specialist	Training documents

		students; provide time for content area teachers and paras to collaborate and plan to support ESS students			
Strategy #2: Title: Professional Learning Narrative: Provide meaningful learning opportunities for staff	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
	WestED Trainings and Resources	Professional development focused on best practices shared through WestED trainings-- Objectives, DOK, CFU, Student Discourse	Ongoing Monday PD	Admin/TLS/Specialist Team	PD materials, walk thru data
	Professional Development Choice/Differentiation	Professional Development choices/differentiation based on campus needs.	Ongoing Monday PD	Admin/TLS	PD materials
	Reflections/Share outs	Share successes, share experiences, have people talk about their professional learning	Ongoing Monday PD	Admin/TLS	PD materials
Strategy #3: Title: Mutually Respectful PLC's Narrative: PLCs will hold each other mutually accountable for students learning through collaboration and respectful interactions	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
	Professional PLC Practices	PLCs will develop norms, set goals and come prepared to meetings; PLC's will have training on having tough conversations through role playing	Ongoing	Admin/TLS	PLC documents
	Celebrations	PLCs will celebrate taking instructional risks, professional accomplishments, and student accomplishments	Ongoing	PLCs	PLC documents

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Goal 4

Principles:	Primary Need: (head of fishbone) 6.1/1.4 Our school needs to create and maintain positive, collaborative partnerships with families and the community to support student learning.
	Root Cause: Root Cause: Not all staff see the value in taking time for meaningful communication with parents and community.
	Needs Statement: (tail of fishbone) Our staff needs to consistently engage in meaningful communication with families and the community.
	Desired Outcome: (Needs statement restated in a positive) Our school will improve/increase collaborative partnerships with families, students and the community by taking the time to consistently engage in meaningful communication with families and community to support student learning.

SMART Goal: (If the primary need is fixed how will your % proficient be affected?)

We will improve our collaborative partnerships with stakeholders to create a community-centered environment on our campus.

	Action Step Title	Action Step (Narrative)	Start-End Dates	Person Responsible	Data to Collect to Monitor and Evaluate
Strategy #1: Title: Increase Staff Participation in Campus/Community Events Narrative: We will work to increase our staff participation in campus and community events as a means to build relationships with parents and the community.	Communication	We will advertise events through multiple sources.	Ongoing	Admin, Coaches, Club Sponsors	Samples of communication
	Recognition	Make certain events staff based with seating and recognition for the staff who are in attendance.	Ongoing	Admin, Coaches, Club Sponsors	Attendance at events
Strategy #2: Title: Increase Student Participation in Campus/Community Events Narrative: We will work to increase our students	Communication	We will advertise events through multiple sources.	Ongoing	Admin, Coaches, Club Sponsors	
	Recognition	Use of PBIS reinforcements for student behavior, leadership, and involvement	Ongoing	PBIS Team	

participation in campus and community events as a means to build connectedness to campus.					
<p>Strategy #3: Title: Provide Families with Consistent Academic Progress Updates Narrative: We will work to provide families more frequent updates about their student's academic progress through their preferred means of communication.</p>	<p>Action Step Title</p>	<p>Action Step (Narrative)</p>	<p>Start-End Dates</p>	<p>Person Responsible</p>	<p>Data to Collect to Monitor and Evaluate</p>
	Communication	Provide printed report cards for families including a student grade reflection that is completed in class facilitated by a teacher.	At the end of 1 st , 2 nd and 3 rd Quarter	Admin, Counselors and teachers	Parent communication with counselors and teachers
	Communication	Be specific/detailed with tasks entered in gradebook; set expectations with staff about the information listed in the gradebook	Ongoing	Admin, teachers	Samples of tasks entered into the grade book
	Professional Development	Provide staff with support to build confidence in communicating with parents when students are struggling or having behavioral issues. Create scenarios and practice scripts that staff can use to contact families	Start of the year and ongoing for staff who need additional support	Admin, TLS and peer mentors	Parent Communication logs
	Parent Support	Sessions for parents with strategies to support students success	Fall Parent University	Counselors/ Teachers	Attendance at event; materials used
<p>Strategy #4: Title: Increase Community Partnerships Narrative: We will work to increase our partnerships with our community.</p>	<p>Action Step Title</p>	<p>Action Step (Narrative)</p>	<p>Start-End Dates</p>	<p>Person Responsible</p>	<p>Data to Collect to Monitor and Evaluate</p>
	Utilize DHS Alumni to meet with students	We have underutilized our strong alumni group. We would like to increase their interactions with our students to share experiences and provide opportunities.	Ongoing	Admin, AVID Coordinator, Counselors	Alumni Participation on campus
	Build Connections with Feeder Schools	Our community has requested that we start our interactions with our feeder schools in the lower middle grades rather than waiting until 8 th grade. We will have counselors, coaches and club sponsors create	Ongoing	Admin, Counselors, Coaches and Club Sponsors	Samples of events and materials

		opportunities for interactions with our feeder schools.			
	CTE Partnerships	Create opportunities for our CTE partners to come on to campus to interact with students rather than students just going to them.	Ongoing	CTE Teachers	Participation at events
	Community Partners	Increase our partnerships and work with local businesses and government agencies (Cities of El Mirage and Surprise) to find opportunities for student internships and work placements. Also partner for possible PBIS incentives for students.	Ongoing	Community Engagement Committee	Participation at events