

# Dover High School Capital School District | Dover, Delaware

## School Success Plan for 2022-2023





### Contact Information

<b>School:</b>	Dover High School	<b>Principal:</b>	Mrs. Shawndell Solomon
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<b>Website:</b>	<a href="http://www.doverhigh.capital.k12.de.us/">http://www.doverhigh.capital.k12.de.us/</a>		

### School Success Plan Team Membership

Name	Role	Name	Role
Elizabeth Martin	Dept. Chair	Mia Freeman	School Counselor
Jason Bowen	Dept. Chair	Renata James	Instructional Coach
Shameka Chandler	Dept. Chair	Caroline Green	Tier 2 Lead
TH Leighty	Dept. Chair	Shawndell Solomon, Terri Sharpe, Roger Le Blanc, Frederick Makofka, Kelley Brake, Kiana Gray	Admin Team
Ann Devine	Dept. Chair	Cynthia Mathis	Educational Diagnostician
Jennifer Skripko	Dept. Chair	Diana Green	Math Instructional Coach
Takara Kellam	Counselor Lead	Sandy Gray	CTE Specialist

(6) Student enrollment will increase (7) Student involvement increases – curricular and extracurricular (8)



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School Success Plan Team Meetings	
Date	Description of Meeting
8/18/22	Summer Check In
10/27/22	Quarter 1: Teacher Instructional Leadership Team Meeting
12/15/22	Quarter 2: TILT Meeting
3/02/23	Quarter 3: TILT Meeting
6/20/23 (tentative)	TILT Meeting (final review)

Other Active Building Committees		
Committee Name: Social Emotional Wellness	Committee Name: PBS (Tiers 1-3)	Committee Name:

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<b>Members</b>	<b>Members</b>	<b>Members</b>
Shawndell Solomon		
Takara Kellam		
Molly Phillips		
Claudia Gonzalez		
Mia Freeman		
Jennifer Lyons		
Chevon Dottin		
Mariah Minor		
Caroline Green		
Cynthia Mathis		
Christen Georgules		
Tina Lanouette		
Andrea Ritchie		
Andrea Sergent		
Heather Straup		

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### Vision Statement

Spurring the Audacity of Hope to advance Excellence through Innovation

### Mission Statement

Capital School District, in partnership with students, families, and the community, is committed to leadership and educational excellence. We will educate all students in state-of-the-art facilities to achieve their potential by providing a safe, nurturing environment where standards are high and learning is the priority.

### Core Values

**Excellence through Equity**- striving to differentiate how we support the needs of our students.

**Unity through Love**- striving to advance strategic partnerships that address the holistic needs of students.

**Leadership through Inclusiveness**- striving to create more transparency while strengthening our communication efforts.

### Strategic Plan Intent #1 - Linear and Streamlined District Linked Priorities - Communication

Key Outcomes: *Analysis of Community and Stakeholder Engagement; Analysis of Professional Learning, Analysis of Access to Equitable Educators*

(1) Communication will increase to all stakeholders - students, parents, staff, and community members (2) Students will report greater connectedness to the school community (3) Student grades will improve (4) Student attendance will improve (5) Student standardized test scores improve (6) Student behavior incidents decrease (7) 10-15 year Facility Plan is accepted by community of stakeholders (8) Teachers report feeling supported (9) Highly qualified teacher retention will increase across the district (10) Opportunities for and participation in extracurricular activities increase

(6) Student enrollment will increase (7) Student involvement increases – curricular and extracurricular (8)



**Strategic Plan Intent #2 - Meeting the Needs of the Whole Child  
Linked Priorities - Care, Capacity, Continuous Improvement**

**Key Outcomes: *Analysis of Safe and Healthy Environment (Attendance, Behavior); Analysis of Rigorous Standards, Instruction & Assessment (MTSS)***

(1) Proficiency rates increase (2) Increase accessibility to social and emotional resources (3) High School graduation rate increases (4) Student dropout rate decreases (5) Student attendance rates increase (6) Staff with dual certifications increases in Special Education, Gifted/Talented, ELL (7) Staff with national certifications will increase (8) Behavioral incidents decrease (9) Students receiving multiple behavior referrals decreases (10) Increased student engagement (11) Enrollment across the district increases (12) Increased positive perception of schools by all stakeholders (13) Individual Education Plans (IEPs) will be implemented with fidelity

**Strategic Plan Intent #3 - Senator Pride  
Linked Priorities - Community**

**Key Outcomes: *Analysis of School Climate Areas***

(1) Teacher job satisfaction improves (2) Students report feeling safe (3) Teacher retention improves (4) Parental involvement increases (5) An increase in educator applicants through “Join Delaware Schools” (6) Student enrollment will increase (7) Student involvement increases – curricular and extracurricular (8) Partnerships with community organizations increases

**District Balanced Scorecard**

**Link to Balanced Scorecard**

The Balanced Scorecard is the framework that communicates the targets from each Strategic Intent (SI) to all stakeholders. Each Key Performance Indicator

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on the Balanced Scorecard is aligned to a Key Outcome that was determined by the three SI teams. The Balanced Scorecard measures the targets over the next five years and includes annual milestones. In addition to annual milestones, work groups may identify interim data sources to more closely monitor their progress. The Scorecard will serve as an important tool for aligning our initiatives, gaining systematic feedback, and monitoring progress.

### School Profile

**Exemplary Programs:** Dover High School continues to be a leader of academics in Delaware offering the students in the Dover area the best education possible. Outstanding achievements have been noted in every curriculum area on a yearly basis including: science, math, career and technical education, chorus, band, orchestra, dance, AFJROTC, and social sciences. Science Olympiad, Math League, Speech and Debate, JDG, BPA, DECA, FCCLA, HOSA, Educators Rising, TSA, drama, playwrights, and Visual and Performing Arts have received numerous awards for their regional and, in many cases, national performance. Dover High School's outstanding Advanced Placement program earned us recognition by Newsweek as a "top school in the nation" and by Delaware Today as a top school in Kent County.

**Curriculum Highlights:** Dover High School students and staff have been recognized for their efforts throughout the year. DHS has received grants to provide new programming in the areas of Peer Group Connections, NO Bully Solution Team, curriculum expansions for the Academy of Finance, Culinary and Hospitality and support for teacher professional development. The Academy of the Arts continues to grow, as we now have academy offerings in the areas of Dance, Music and Visual Arts. Our Advanced Placement teachers continue to update their curriculum through the College Board and we have over 30 Advanced Placement courses approved. Dual Enrollment in the core areas are now available in partnership with Delaware Technical and Community College, University of Delaware, and Wilmington University. Students can earn credits in Anatomy & Physiology, English 121/122, Hospitality and Management, Quantitative Reasoning, Early Childhood Education on site and multiple college opportunities to earn credit off site. Our Career and Technical Education programs continue to expand in order to provide more of our students' support and connections to the school. Our CTE Pathways includes Ag Science, Business, Ag. Power, CNA, Culinary Arts, Early Childhood teacher academy, K-12 teacher Academy, Architectural Engineering, Communication Technology, JDG and more!

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### Delaware School Profile

#### [Link to School Report Card](#)

The Delaware School Success Framework (DSSF) is the statewide system of accountability for publicly reporting progress in multiple areas at both the district and school levels. Federal law requires a single statewide system of accountability that replaces the previous Adequate Yearly Progress (AYP) system under No Child Left Behind (NCLB). This is the second year that the DSSF has been released. The reports focus on five areas: Achievement, Growth, On-Track to Graduate, College and Career Preparation, and Contextual Measures.

### Dover High School Needs Assessment

#### [Link to Needs Assessment](#)

The Needs Assessment is a systematic process for determining and addressing needs or “gaps” between current conditions and desired conditions or “wants”. The School Needs Assessment allows teams to collect and analyze school level data in an ongoing process throughout the year in order to develop goals, monitor progress towards goals, and reflect on outcomes to determine next steps.

### Identified Goal #1

<b>Goal Description</b>	<b>Develop and implement a 4-year college &amp; career readiness student plan. Students will utilize Naviance in Grades 9-12 to identify career interests, college matches, write resumes, apply to colleges and create applicable digital portfolios as they move through high school.</b>		
<b>Indicator</b>	<25% of students are currently utilizing Naviance. 0% of our student population has a	<b>Target</b>	80% of 9th-12th graders will complete the required Naviance modules (see below) to

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	defined college & career readiness learning plan.		develop and implement their 4-year plan.
<b>Strategic Intent Alignment</b>	<b>1, 2, 3</b>		
<b>Key Outcomes Alignment</b>	<p><u>Key Outcomes:</u></p> <p>(1) Communication will increase to all stakeholders - students, parents, staff, and community members (2) Students will report greater connectedness to the school community (3) Student grades will improve (4) Student attendance will improve (5) Student standardized test scores improve (10) Opportunities for and participation in extracurricular activities increase</p> <p><u>Key Outcomes:</u></p> <p>(1) Proficiency rates increase (2) Increase accessibility to social and emotional resources (3) High School graduation rate increases (4) Student dropout rate decreases (5) Student attendance rates increase (10) Increased student engagement (11) Enrollment across the district increases (12) Increased positive perception of schools by all stakeholders (13) Individual Education Plans (IEPs) will be implemented with fidelity</p> <p><u>Key Outcomes:</u>Partnerships with community organizations increases</p>		

**\*Strongly recommended, not required**

<u>Action Plan</u>	<u>Timeline</u>	<u>Who's Responsible</u>	<u>How will we measure this?</u>
Naviance Training- PD will be provided to staff during the beginning of the school year in two sessions. One will be a refresher for staff who were previously trained and the other an introduction for new staff.	August/September	Teachers/Counselors/Administration	Naviance pre/post training assessment

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<p><b>9th Grade Modules:</b> Supermatch, Career Cluster Finder, Learning Style Inventory, Strengths Explorer, College Search, Resume Builder Year 1 &amp; Road Trip Nation.</p>	<p>August-May</p>	<p>Student/Teachers/Counselors/ Administration</p>	<p>Module Completion Report in Naviance</p>
<p><b>10th Grade Modules:</b> Supermatch College Search, Career Cluster Finder, MI Advantage 2.0, Do What you Are 2.0, College Search, Build Resume Year 2, Take PSAT, Road Trip Nation, Strengths Explorer, Take an AP Course*</p>	<p>August-May</p>	<p>Student/Teachers/Counselors/ Administration</p>	<p>Module Completion Report in Naviance</p>
<p><b>11th Grade Modules:</b> Supermatch College Search, Career Cluster Finder, College Search, Scholarship Search, Build Resume Year 3, Roadtrip Nation, Strengths Explorer, Take an AP Course*</p>	<p>August-May</p>	<p>Student/Teachers/Counselors/ Administration</p>	<p>Module Completion Report in Naviance</p>
<p><b>12th Grade Modules:</b> Supermatch College Search, Learning Style Inventory 2.0, MI Advantage 2.0, Do What you Are 2.0, Career Cluster Finder, College Search, Scholarship Search, Build Resume Year 4, Roadtrip Nation, Participate in College Application &amp; Apply to at least 1 college/university, Confirmation Application Emails (CAM), Take an AP Course*</p>	<p>August-May</p>	<p>Student/Teachers/Counselors/ Administration</p>	<p>Module Completion Report in Naviance</p>
<p>Communicate to all stake-holders the state requirements for college &amp; career readiness so that parents/students can make well-informed decisions regarding academics &amp; work-place readiness.</p>	<p>August-May</p>	<p>Student/Teachers/Counselors/ Administration</p>	<p>Pre/Post Survey of parent/student knowledge - PreSurvey - 10/13/22 @ Open House</p>

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			Post Survey - June
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Identified Goal #2			
<b>Goal Description</b>	<b>Dover High School has CTE, Arts Academy and Language Pathways that students are able to enroll into to meet the State of Delaware graduation requirement. All pathways will have a work-based learning approach to ensure students will meet the necessary expectations of college &amp; career readiness.</b>		
<b>Indicator</b>	Work Based Learning Participants: 2019 34 students (ECE)  2020 31 students  2021 24 students  2022 24 students  World Language - 0 students  Arts Academy:	<b>Target</b>	100% of Level 1 Pathway courses will develop and implement a WBL approach including Awareness Activities as defined by the State of Delaware to include  100% of Level 2 Pathway courses will develop and implement a WBL approach including Exploratory Activities as defined by the State of Delaware to include  100% of Level 3 Pathway courses will develop and implement a WBL approach including

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			<p>Immersion Activities as defined by the State of Delaware to include</p> <p>To connect students and employers to WBL opportunities and track WBL outcomes (participation in WBL practicum course-17% 2021, 25% 2022, 40% 2023, 50% 2024, 60 % 2025, 70% 2026) and integration into WBL experiences</p>
<b>Strategic Intent Alignment</b>	<b>1, 2, 3</b>		
<b>Key Outcomes Alignment</b>	<p><u>Key Outcomes:</u></p> <p>(1) Communication will increase to all stakeholders - students, parents, staff, and community members (2) Students will report greater connectedness to the school community (3) Student grades will improve (4) Student attendance will improve (5) Student standardized test scores improve (10) Opportunities for and participation in extracurricular activities increase</p> <p><u>Key Outcomes:</u></p> <p>(1) Proficiency rates increase (2) Increase accessibility to social and emotional resources (3) High School graduation rate increases (4) Student dropout rate decreases (5) Student attendance rates increase (10) Increased student engagement (11) Enrollment across the district increases (12) Increased positive perception of schools by all stakeholders (13) Individual Education Plans (IEPs) will be implemented with fidelity</p> <p><u>Key Outcomes:</u></p> <p>(6) Student enrollment will increase (7) Student involvement increases – curricular and extracurricular (8) Partnerships with community organizations increases</p>		

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<b><u>Action Plan</u></b>	<b><u>Timeline</u></b>	<b><u>Who's Responsible?</u></b>	<b><u>How will we measure this?</u></b>
Ensure the accessibility of work-based learning experiences in all pathway courses that support the WBL vision of Awareness, Exploration & Immersion in all pathways.	August-May	Pathway teachers/CTE Specialist/C & C Specialist/Administration	CTE PLC Discussions, WBL documentation
Encourage & educate students within the Arts Academy Pathway & World Language pathways to dual enroll into our Teacher k-12 pathway; providing additional career experiences as many musicians, artists and dual linguists become teachers.	July-May	Pathway teachers/CTE Specialist/C & C Specialist/Administration/ Counselors	Multi- Enrollment pathway students between the Arts & CTE
Provide PL time for teachers to cross-collaborate the work based learning vision.	August-May	Administration/Teachers	
Communicate to all stake-holders the state requirements for college & career readiness so that parents/students can make well-informed decisions regarding academics & work-place readiness.	August-May	Student/Teachers/Counselors/Administration	Pre/Post Survey of parent/student knowledge - PreSurvey - 10/13/22 @ Open House  Post Survey - June

**Identified Goal #3-**

(6) Student enrollment will increase (7) Student involvement increases – curricular and extracurricular (8)



<b>Goal Description</b>	<b>Dover High School will focus on supporting students with disabilities to ensure equitable access and success in meeting college and career ready targets. Students with disabilities will have clear transition goals (within their IEP) with purposeful action items to ensure targets are met aligning with the <a href="#">Capital Pipeline Plan</a>.</b>		
<b>Indicator #1</b>	0% of students in Grades 9 & 10 who have participated in Awareness	<b>Target</b>	50% of students in Grades 11 & 12 who have participated in Exploration/Immersion (2022)  75% of students in Grades 11 & 12 who have participated in Exploration/Immersion (2023)  100% of students in Grades 11 & 12 who have participated in Exploration/Immersion (2024)
<b>Indicator #2</b>	% of students that have a transition goal, aligned to their future career interest, with three actionable items they will complete during the school year.		100% of students that have a transition goal, aligned to their future career interest, that completed three actionable items during the school year.
<b>Indicator #3</b>	0% of students with IEPs (SWIEP) research a career interest which is identified in their transition survey but is not offered within the career pathways at DHS.		100% of SWIEPs research a career interest which is identified in their transition survey but is not offered within the career pathways at DHS.
<b>Strategic Intent Alignment</b>	<b>1, 2, 3</b>		
<b>Key Outcomes Alignment</b>	<u>Key Outcomes:</u> (1) Communication will increase to all stakeholders - students, parents, staff, and community members (2) Students will report greater connectedness to the school community (3) Student grades will improve (4) Student attendance		

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	<p>will improve (5) Student standardized test scores improve (10) Opportunities for and participation in extracurricular activities increase</p> <p><u>Key Outcomes:</u></p> <p>(1) Proficiency rates increase (2) Increase accessibility to social and emotional resources (3) High School graduation rate increases (4) Student dropout rate decreases (5) Student attendance rates increase (10) Increased student engagement (11) Enrollment across the district increases (12) Increased positive perception of schools by all stakeholders (13) Individual Education Plans (IEPs) will be implemented with fidelity</p> <p><u>Key Outcomes:</u></p> <p>(6) Student enrollment will increase (7) Student involvement increases – curricular and extracurricular (8) Partnerships with community organizations increases</p>
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<b>Action Plan</b>	<b>Timeline</b>	<b>Point Person(s)</b>	<b>How will we measure this?</b>
College, Career, & Community Readiness - outcomes for year one			
Communicate to all stake-holders, particularly families of SWD, the state requirements for college & career readiness so that parents/students can make well-informed decisions regarding academics & work-place readiness.	August-May	Administration/Teachers/	IEP Participation/Signature  Provide parents with a summary sheet of the state requirements for college & career readiness at each IEP

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			meeting and curriculum related conference.
<p>Create a vision &amp; implement action items to ensure all students that are in our non-diploma bound STAR programming will be provided ongoing opportunity for typical peer collaboration regarding career readiness and soft skills in the workplace.</p> <ul style="list-style-type: none"> <li>• Create pathway aligned curriculum to support students in Grades 9-10</li> <li>• Create work based learning immersion opportunities for Grades 11-12</li> <li>• Ensure students are scheduled based upon their transition survey and career interest goals</li> <li>• Create teacher collaboration time for planning between pathway &amp; STAR staff</li> </ul>	August-May	Pathway teachers/CTE Specialist/C & C Specialist/STAR teachers/Administration	<p>Student enrollment into pathway courses</p> <p>KIT completion</p> <p>Transition Goals/Outcomes</p>
<p>Provide PL to IEP Case Managers to ensure transition goals are written to meet the needs of our student's college/career ready goals and to progress monitor those goals with fidelity.</p>	August-May	Administration/IEP Case Manager	IEP Internal Audit

**Identified Goal #4**

<b>Goal Description</b>	<b>Roles &amp; responsibilities of all staff will be defined, communicated and adopted by all staff with regards to delivering services to special populations.</b>		
<b>Indicator</b>	0% IEP meetings with a CTE teacher present	<b>Target</b>	100% of the internal audits completed will be in 100% compliance per state/federal regulation.

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	<p>Unknown base level data regarding understanding of roles responsibilities (pre-test will be done during pre-planning in August)</p> <p>Current # of excusals documented from staff not participating within the IEP process.</p>		<p>100% of staff will be knowledgeable of the IEP process &amp; their role/responsibility to delivering services to students receiving accommodations.</p> <p>A decrease in the # of excusals documented from staff not participating within the IEP process.</p>
<b>Strategic Intent Alignment</b>	<b>1, 2, 3</b>		
<b>Key Outcomes Alignment</b>	<p>Key Outcomes:</p> <p>(1) Communication will increase to all stakeholders - students, parents, staff, and community members (2) Students will report greater connectedness to the school community (3) Student grades will improve (4) Student attendance will improve (5) Student standardized test scores improve (6) Student behavior incidents decrease (8) Teachers report feeling supported</p> <p>Key Outcomes:</p> <p>(1) Proficiency rates increase (2) Increase accessibility to social and emotional resources (3) High School graduation rate increases (4) Student dropout rate decreases (5) Student attendance rates increase (6) Staff with dual certifications increases in Special Education, Gifted/Talented, ELL (8) Behavioral incidents decrease (9) Students receiving multiple behavior referrals decreases (10) Increased student engagement (11) Enrollment across the district increases (12) Increased positive perception of schools by all stakeholders (13) Individual Education Plans (IEPs) will be implemented with fidelity</p> <p>Key Outcomes:</p> <p>(1) Teacher job satisfaction improves (2) Students report feeling safe (3) Teacher retention improves (4) Parental involvement increases</p>		

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<b>Action Plan</b>	<b>Timeline</b>	<b>Who's Responsible</b>	<b>How will we measure this?</b>
Professional learning for all staff that defines the role/responsibility for all educators within the IEP process. <ul style="list-style-type: none"> <li>• Providing PL opportunities where staff can understanding the role of the SE, CTE teacher &amp; general educator at the IEP meeting</li> <li>• Identify ways for all stakeholders to participate (ex: zoom)</li> </ul>	August-May	Administration/EDs /School Psychs/SE Teacher Leaders	Pre/Post Survey of staff
Participate in collaboration with the district office to review internal audit feedback to ensure compliance in all IEPs.	August-May	Administration/Student Service Specialists/ Teachers	Internal Audit Feedback Spreadsheet
Provide PLC time for special educators to ensure benchmarking updates are completed quarterly for parent/student mailing & review.	August-May	Administration/Special Education Case Managers/Student Service Specialists	PLC Agenda/Minutes Benchmark mailing timelines/Internal Audits
Professional learning & continuous feedback for special educators/case managers to ensure understanding of the IEP writing process, specific to IEP goals and transition benchmarks to ensure they are relevant to the student's needs.	August-May	Administration/Special Education Case Managers/Student Service Specialists	Internal Audit Feedback Spreadsheet

**Identified Goal #5-**

<b>Identified Goal #5-</b>	
<b>Goal Description</b>	<b>To provide a smooth transition for students as they reacclimate to the standards of the school building catering to</b>

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	<b>their social, emotional and academic needs. We recognize that students will need additional support while dealing with the traumas infused by the pandemic.</b>		
<b>Indicator</b>	<b>Social-Emotional</b> ___ CPR contacts 83 Risk screeners  <b>Academic</b> ___ of students requiring Twilight (Fall) 2021  ___ of students requiring Twilight (Spring 2022)  ___ of students in Summer Boost (2022)	<b>Target</b>	<b>Social-Emotional</b> ___ CPR contacts Risk screeners  <b>Academic</b> 10% decrease of students requiring Twilight (Spring 2023)  10% decrease of students requiring Summer Boost 2023  10% decrease of students requiring Twilight (Fall 2023)
<b>Strategic Intent Alignment</b>	<b>1, 2, 3</b>		
<b>Key Outcomes Alignment</b>	<p>Key Outcomes:</p> <p>(3) Student grades will improve (4) Student attendance will improve (5) Student standardized test scores improve (6) Student behavior incidents decrease</p> <p>Key Outcomes:</p> <p>(1) Proficiency rates increase (2) Increase accessibility to social and emotional resources (3) High School graduation rate increases (4) Student dropout rate decreases (5) Student attendance rates increase (10) Increased student engagement (13) Individual Education Plans (IEPs) will be implemented with fidelity</p>		

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	<p>Key Outcomes:</p> <p>(2) Students report feeling safe (4) Parental involvement increases (7) Student involvement increases – curricular and extracurricular</p>
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<u>Action Plan</u>	<u>Timeline</u>	<u>Who's Responsible?</u>	<u>How will we measure this?</u>
Develop & implement a strong credit-recovery learning process to enable students who are behind in credits to “catch up” for graduation requirements.	Spring Twilight 2.0 Summer Boost Fall Twilight 2.0 Winter Twilight 2.0	Teachers/ Administration/ Students	Credit Completions/Grade promotions
<i>Counselor ASCA Goal: By the end of June 2022, the number of freshmen (2025) and sophomores (2024) with repeat failures (2 or more core classes) will decrease in the number of repeat failures (2 or more classes) from 477 to 350.</i>			
Provide small group support for students who are needing additional support with mental health transition.	October-April	Counselors/LCSW/ School Psychs	Student survey/peer feedback
Establish ESPN (Express Senator Partnership Network) events to support parents and families as a whole. Quarterly events will educate parents on resources available to help support their children academically and socially.	Quarterly	Administration/ Teacher Leaders/Parents	Participation Numbers

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**Identified Goal #6**

<b>Identified Goal #6</b>			
<b>Goal Description</b>	<b>Re-establish strong Tier 1 Expectations within the building and at the classroom level.</b>		
<b>Indicator</b>	8.2% of students with two or more school violations referrals	<b>Target</b>	2.5% reduction in referrals of students with two or more school violations
<b>Strategic Intent Alignment</b>	<b>1, 2, 3</b>		
<b>Key Outcomes Alignment</b>	<p><u>Key Outcomes:</u></p> <p>(1) Communication will increase to all stakeholders - students, parents, staff, and community members (4) Student attendance will improve (6) Student behavior incidents decrease (8) Teachers report feeling supported</p> <p><u>Key Outcomes:</u></p> <p>(2) Increase accessibility to social and emotional resources (3) High School graduation rate increases (4) Student dropout rate decreases (5) Student attendance rates increase (8) Behavioral incidents decrease (9) Students receiving multiple behavior referrals decreases (10) Increased student engagement (12) Increased positive perception of schools by all stakeholders (13) Individual Education Plans (IEPs) will be implemented with fidelity</p> <p><u>Key Outcomes:</u></p> <p>(1) Teacher job satisfaction improves (2) Students report feeling safe (3) Teacher retention improves (4) Parental involvement increases</p>		

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<b>Action Plan</b>	<b>Timeline</b>	<b>Point Person(s)</b>	<b>How will we measure this?</b>
Provide PL to all staff to ensure clear understanding of school-wide expectations and implementation of our School Success Guide.	August-May	Administration/ Teacher Leaders/ All Staff	Disciplinary Referral Patterns / PBS School Climate Survey
Teachers will establish & implement classroom expectations aligned with our school-wide PBS “RAP” matrix.	August-May	Administration/ Teachers	Disciplinary Referral Patterns / PBS School Climate Survey
Tier 1 Committee leaders will establish & implement common school area expectations aligned with our school-wide PBS “RAP” matrix. All staff will introduce and continue to reinforce the school-wide expectations during the year.	August-May	Administration/ Teacher Leaders/ All Staff	Disciplinary Referral Patterns / PBS School Climate Survey

<b>Identified Goal #7</b>			
<b>Goal Description</b>	<b>Increase “School Connectedness” for students and staff by increasing school wide celebrations.</b>		
<b>Indicator</b>	0% Principals’ Picks (monthly) - send home congratulations letters to families  6 times in SY2021-2022 RAP Cart - student incentive using the RAP cards students get for	<b>Target</b>	100% Principals’ Pick by sending home congratulations letters to families  Increase RAP cart to monthly distribution

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	meeting expectations  Staff Recognition - staff shout-outs, woo hoo wagon, appreciation month, welcome back, PL day treats		Increase Staff Recognitions opportunities to monthly events
<b>Strategic Intent Alignment</b>	<b>1, 2, 3</b>		
<b>Key Outcomes Alignment</b>	<p><u>Key Outcomes:</u>          (1) Communication will increase to all stakeholders - students, parents, staff, and community members (4) Student attendance will improve (6) Student behavior incidents decrease (8) Teachers report feeling supported</p> <p><u>Key Outcomes:</u>          (2) Increase accessibility to social and emotional resources (3) High School graduation rate increases (4) Student dropout rate decreases (5) Student attendance rates increase (8) Behavioral incidents decrease (9) Students receiving multiple behavior referrals decreases (10) Increased student engagement(12) Increased positive perception of schools by all stakeholders (13) Individual Education Plans (IEPs) will be implemented with fidelity</p> <p><u>Key Outcomes:</u>          (1) Teacher job satisfaction improves (2) Students report feeling safe (3) Teacher retention improves (4) Parental involvement increases</p>		

<u>Action Plan</u>	<u>Timeline</u>	<u>Point Person(s)</u>	<u>How will we measure this?</u>
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(6) Student enrollment will increase (7) Student involvement increases – curricular and extracurricular (8)



<b>Student:</b> Principal's Picks is already established. This year we would like to expand that to send home a letter of recognition to families (and a picture of their student w/their certificate) that shows why the students were chosen. And give students their certificate with why they were nominated and by whom.	Oct - May	Administration/ Teacher Leaders/All Staff	Meeting the goal of sending home 8 letters of recognition for the school year
<b>Student:</b> Create a celebration event for students who have no referrals, perfect attendance etc..	Jan & May	PBiS Committee	Complete at least one event to celebrate students
<b>Staff:</b> Create a staff sunshine committee and have one social/special event per quarter for staff.	Sept. - June	Administration/ Teachers/All Staff	At least 4 staff social events
<b>Staff:</b> Re-establish the Woo Hoo Wagon quarterly. The Woo Hoo Wagon is where all staff are able to choose from a menu, snacks and a beverage which administration delivers personally on the woo hoo wagon to each person who participated.	Sept. - June	Administration	At least 4 Woo Hoo Wagons
<b>Staff:</b> Create a "Principals' Picks" for staff where students can nominate staff for the criteria by month. (Consider sending a letter home to the Teacher's family with their nominations)	Oct. - June	Sunshine Committee	At least 4 recognitions
<b>Staff:</b> Implement monthly new teacher PLC which give new staff an opportunity to learn some insights about DHS and facetime with the administration.	Sept. - June	Administration/ Teacher Leaders	Host at least 6 new teacher PLCs

(6) Student enrollment will increase (7) Student involvement increases – curricular and extracurricular (8)





## Our WHY for PLCs

A **professional learning community**, or *PLC*, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

(6) Student enrollment will increase (7) Student involvement increases – curricular and extracurricular (8)