
Delano High School

24-25 Site Improvement Plan





Purpose of the SIP

Continuous Improvement

Alignment:

WBWF Legislation

DPS Strategic Plan

DHS vision/mission



Alignment



Delano High School

2024 - 2025 Program Alignment

	TIGER Way	WIN	Advisory	MTSS / SST	Professional Development	Classroom Management and Student Supervision	NEP	SPED	Q Comp
Goals-DHS Staff will:	A collective set of beliefs/attributes that guide our behaviors at Delano High School.	Designated periods during the school day where students can receive additional help, enrichment, or remediation based on their specific academic needs.	A program where students meet regularly with a teacher or advisor to discuss academic progress, set goals, and receive guidance and support.	A framework that provides varying levels of academic and behavioral support to students based on their individual needs, using data-driven decision-making.	Ongoing training and education for teachers and staff to enhance their skills, knowledge, and effectiveness in the classroom.	The practice of monitoring and overseeing students throughout the school day to ensure their safety and well-being.	An approach to student discipline that focuses on keeping students in school and engaged in learning by using restorative practices and other alternatives to suspension and expulsion.	Tailored educational programs designed to meet the unique needs of students with disabilities, ensuring they receive appropriate instruction and support.	A program designed to improve teacher quality and student achievement through professional development, performance-based pay, and career advancement opportunities for educators.
Provide a safe and welcoming environment.	Teamwork	Through WIN, students and teachers have an opportunity within the school day to support individual student needs. The majority of students have the autonomy to select the classrooms or spaces that will be most useful for them.	Provides a consistent support system for students through regular checkins and relationship building; students are looped 7-9 and 10-12; SEL curriculum in 7-9; paired advisories	Identifies and addresses student behavior and academic needs early, fostering a supportive environment - SEL as Tier 1 core instruction via Advisory	Equips teachers with skills to create inclusive and supportive classrooms; staff training on student mental health	Maintains a safe and orderly environment throughout the school day; Effective monitoring of appropriate student behavior in halls and bathrooms; Greeting students at the door.	Reduces suspensions and expulsions, keeping students engaged in a positive environment; removal of students/behaviors makes room for learning among others	SPED services are provided to all students who qualify for services, including academic, social, emotional, and behavioral needs.	Enhances teacher quality and classroom environment through professional development
	Inclusion								
	Respect								
Rigorously challenge student thinking.	Grit	Provides targeted academic support or advanced challenges based on student needs	Encourages critical thinking and goal setting during advisory sessions, particularly challenging students to think about what is next post-high school.	Common practices for effective Tier 1 (core) instruction; Provides tailored interventions to push students academically when needed (Tier 2 and 3)	Introduces new teaching strategies and pedagogical awareness for the purpose of enriching the student learning experience.	Establishes a culture of learning and achievement that ensures students can effectively engage in learning activities.	Maintains classroom continuity, allowing for consistent learning experiences	Tailors instruction to meet the specific needs and abilities of students with disabilities through IEP goals, objectives, modifications, and accommodations	Promotes high standards and innovative teaching practices
	Excellence								Question 1: What do we want our students to learn? Question 2: How will we know when they've learned it?
Support student's individual needs.	Teamwork	WIN provides time during the school day to customize learning opportunities to address gaps or extend learning; intervention/enrichment time, retakes; make up opportunities	Allows advisors to monitor and support individual student progress toward graduation requirements; each student develops a personalized learning plan.	Tiered interventions offer personalized support based on student performance data	Trains staff to recognize and respond to individual student needs through data literacy and intervention delivery.	Supports student well-being by addressing issues promptly and effectively	Implements restorative practices to constructively address student behavior as growth opportunities	IEP goals and accommodations/modifications are written to support academic progress and achievements based on the individual needs of the student.	Helps teachers address diverse learning styles and needs
	Inclusion								Question 3: How will we respond if they don't learn it?
	Grit								Question 4: How will we respond if they already know it?
	Excellence								
	Respect								



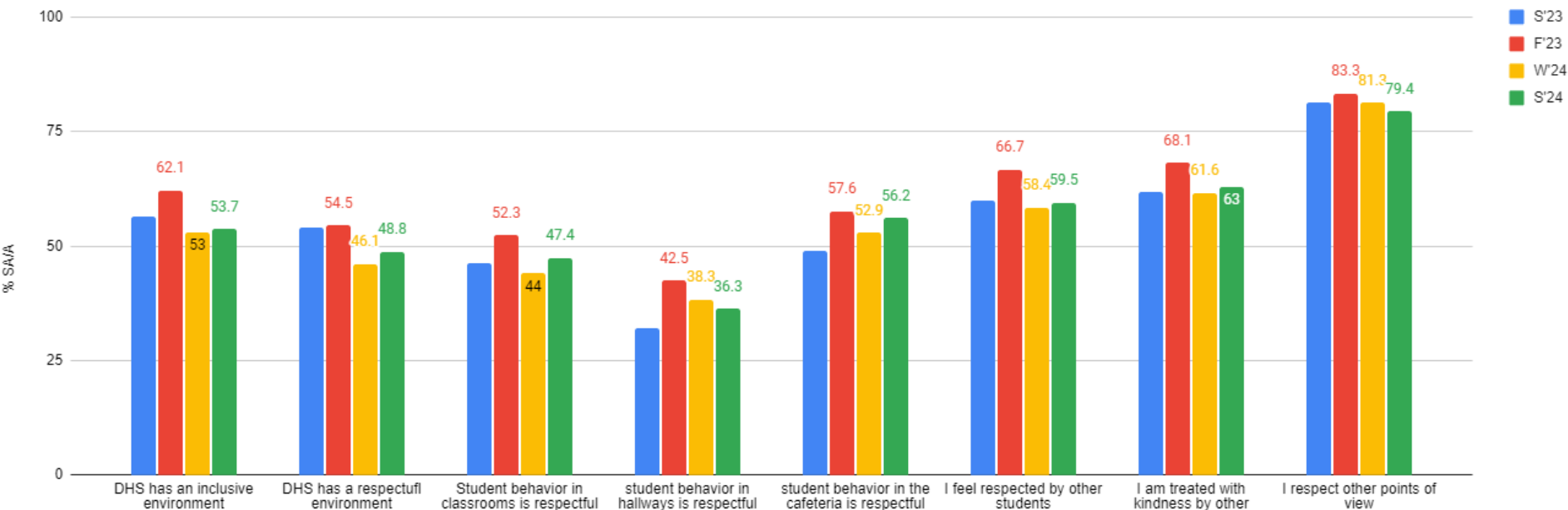
23-24 SIP

On the DHS School Climate Survey, given at the conclusion of each trimester, the percentage of students and staff that report DHS has an Inclusive and Respectful environment will increase.



School Climate Results

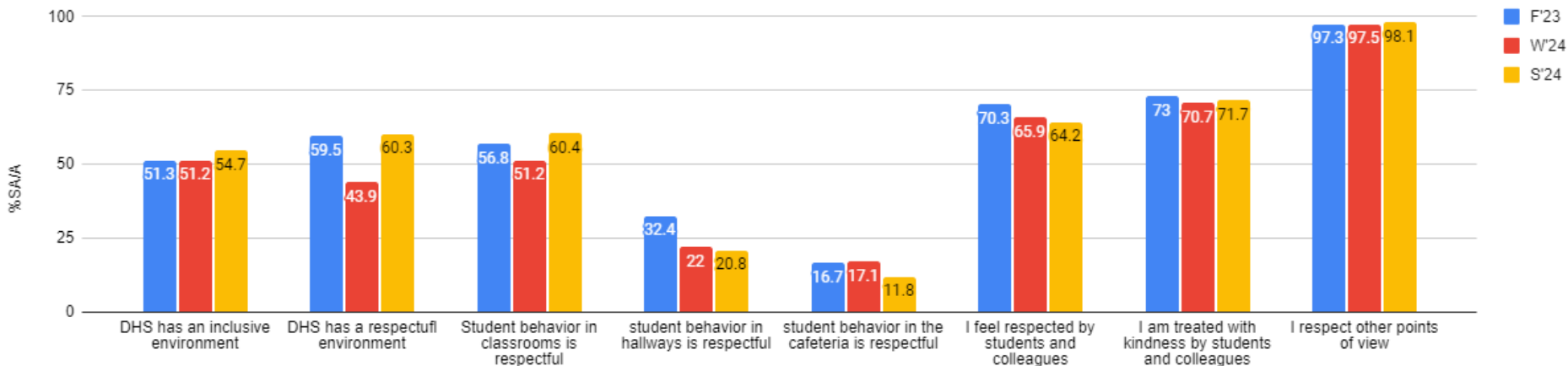
Historical Comparison of student agreement on School Climate Survey Questions





School Climate Results

Historical Comparison of Staff Agreement with Climate Survey Prompts





23-24 Q Comp Goal

High School Goal: Reading

The percentage of 7th through 10th graders who achieve a Low Risk or College Pathway score on the aReading FAST test will improve from 84.2% on the spring 2023 assessment to 85% on the spring 2024 assessment (Screened: Grade 7, 97%; Grade 8, 93%; Grade 9, 86%; Grade 10, 80%)

2024 Spring aReading Risk Level	Grade				Grand Total
	7	8	9	10	
CP	85	94	62	70	311
highRisk	11	8	14	19	52
lowRisk	74	69	60	69	272
someRisk	18	27	22	26	93
Grand Total	188	198	158	184	728
CP/LR %	84.57%	82.32%	77.22%	75.54%	80.08%

Q Comp Goal

85%

-4.92%



24-25 DHS Site Goal

On the DHS School Climate Survey, given at the conclusion of each trimester, the percentage of students and staff that report DHS has an Inclusive and Respectful environment will increase.



24-25 SIP - TAKING ACTION!

- Attendance tracking/enforcement
 - Weekly tracking
 - Administrative / Staff visibility (see something / say something)
 - Principal on a cart 3x/week
 - Hallway / Bathroom supervision (staff commitments)
 - Increased Student Voice
 - Student reps SBLT
 - Suggestion Box
 - WIN listening sessions
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24-25 SIP - TAKING ACTION!

- Increased internal accountability - staff commitments
 - Proactive communication to families
 - Failing grade protocol
 - Comm log for conferences
 - Daily Bulletin
 - Parent Newsletter
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24-25 SIP - TAKING ACTION!

- Improved student relationships
 - Diversify school activities - i.e. pep fest
 - Student of the Month - TIGER Way
 - Consistency in School Climate Survey - reliability of data
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24-25 Q Comp Goal

The percentage of current 7th through 10th graders who took the aReading FAST test in spring 2024 and achieved a Low Risk or College Pathway score will improve from 82.3% to 83.3% on the Spring 2025 aReading FAST assessment.



T1 Starting Points

84% of 7-10th graders low risk/college pathway during T1 screening (93% of students)

7th - 82%

8th - 88%

9th - 86%

10th - 83%



24-25 DHS Q Comp Goal

- Scheduling of screening assessments - Advisory/WIN calendar
 - Intervention planning available via WIN
 - Incentivizing student participation
 - Continued collaboration and training on effective literacy practices via late start and Q comp.
 - Data literacy training - taking action!
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DHS ongoing/future work

- MTSS - Interventions / WIN
 - Data Driven Identification and Support
 - Student leadership / mentorship
 - Student Council
 - Buddy Advisories
 - Looping Advisories
 - Student Transition Program (R&D phase in 24-25)
 - Xello - building relevance
 - 9th grade CLP course
 - 10-12 Advisory
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Questions?
