

Fort Worth Independent School District

005 P.L Dunbar High School

2023-2024 Improvement Plan



Mission Statement

FORT WORTH ISD

Preparing ALL students for success in college, career, and community leadership

PAUL LAURENCE DUNBAR HIGH SCHOOL

To build an inclusive school community focused on a collaborative culture with engaging curriculum to support student success

Vision

To instill "Wildcat Pride" while creating independent thinkers who are socially and academically ready for the future.

Value Statement

Collaborative Action

Systems - Accountability - Support

Culture and Climate

Sense of community - School spirit - Safe learning environment

Curriculum

Literacy - Instruction - Technology

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Paul Laurence Dunbar High School is a Title I campus serving 829 students in grades 9-12.

- The campus student demographics are:
- African American (508) and (298) Hispanic.
- 414 males and 415 female students.
- According to the school report card Dunbar High School has a 20.9% mobility rate.

Paul Laurence Dunbar High School students are:

- 94% Economically Disadvantaged
- 19.3% English Language Learners
- 12% Special Education

Paul Laurence Dunbar High School staff is comprised of 83.2% professionals.

- This includes 4% school administrators
- 63.3% full-time teachers
- 15.8% professional support
- 1 librarian
- 1 school interventionist and 4 counselors.

Demographics Strengths

Paul Laurence Dunbar High School has strong community partnership with the likes of Bell Flight, Witherite Law Group, Texas Christian University, Texas Wesleyan University, and Tarrant County College.

- The TAPR report indicates that 77.9% of the staff is minority.
- The TAPR report indicates that 66% has six or more years of teaching experience.

Twenty-percent of Paul Laurence Dunbar High School faculty holds master's degree.

Twenty-percent of Paul Laurence Dunbar High School faculty has taught for 11-20 years.

Five of Paul Laurence Dunbar High School faculty are graduates of the high school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The 2021-2022 Spring English 1 & English 2 EOC scores for SPED students were 10%, which was a 14% decrease from the English 1 & English 2 SPED scores from the previous year in the Approaches Category. **Root Cause:** Administration did not strategically plan for professional development opportunities to equip general education & inclusion teachers with co-teaching models to support SPED students.

Problem Statement 2 (Prioritized): Dunbar High School students overall SAT scores have remained stagnant from 829 in 2021 to 836 in 2022. **Root Cause:** Administration did not strategically plan for professional development opportunities to equip general education teachers with instructional strategies that concentrated on the implementation of SAT formatted questions in daily instruction.

Student Learning

Student Learning Summary

The 2022 TEA Accountability Overall Rating for Dunbar High School was 76-C. The Student Achievement rating for Domain 1 was a 68. The School Progress rating for Domain 2 was a 78. Relative Performance was our highest performing indicator for Domain 2. Our Domain 3 Closing the Gaps score was a 71.

Standardized Test data indicates significant regression in English I.

5/22 English I: 30% Approaches, 14% Meets, 0% Masters (STAAR EOC)

11/22 English I: 27% Approaches, 6% Meets, 0% Mastered (FWISD Interim Assessment)

2/23 English I: 15% Approaches, 7% Meets, 0% Mastered (FWISD Interim Assessment)

Standardized Test data indicates significant regression in English II.

5/22 English II: 50% Approaches, 35% Meets, 2% Mastered (STAAR EOC)

11/22 English II: 48% Approaches, 23% Meets, 0% Mastered (FWISD Interim Assessment)

2/23 English II: 39% Approaches, 22% Meets, 0% Mastered (FWISD Interim Assessment)

Standardized Test data indicates very little progress made in Algebra I.

5/22 Algebra I: 36% Approaches, 7% Meets, 2% Mastered (STAAR EOC)

2/23 Algebra I: 39% Approaches, 4% Meets, 0% Mastered (FWISD Interim Assessment)

Standardized Test data indicates a slight regression in Biology.

5/22 Biology: 64% Approaches, 20% Meets, 1% Mastered (STAAR EOC)

2/23 Biology: 57% Approaches, 8% Meets, 0% Mastered (FWISD Interim Assessment)

Standardized Test data indicates a slight regression in US History.

5/22 U.S. History: 80% Approaches, 49% Meets, 22% Mastered (STAAR EOC)

2/23 U.S. History: 79% Approaches, 39% Meets, 9% Mastered (FWISD Interim Assessment)

Student Learning Strengths

According to the STAAR Test data found in Eduphoria Aware, Dunbar High School students showed tremendous growth from Spring 2021 to Spring 2022 on the STAAR EOC United State History exam.

2022: 63% overall, 88% approaches, 57% meets, 29% masters

2021: 44% overall, 25% approaches, 25% meets

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The 2022 December Algebra 1 EOC score were 16% at the Approaches level, which was a 8% decrease than the Algebra 1 EOC re-test scores from the previous year of 24% **Root Cause:** Administration did not strategically plan for professional development opportunities to equip teachers with academic interventions to support students who lack Grade-Level Algebraic Function Reasoning.

Problem Statement 2 (Prioritized): The 2022 December Biology EOC re-test scores were 10%, which was 8% lower than the district average of 18% in the Approaches Category. **Root Cause:** Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students

Problem Statement 3 (Prioritized): The 2021-2022 TELPAS results reveal that 87.76% of 9th graders scored at 87.76% in the Lower/Same level while 12.4% of the students increased to 1 level higher and there were 0% of students falling in the 2 or 3 level higher category. **Root Cause:** Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test.

Problem Statement 4 (Prioritized): The 2021-2022 TELPAS results reveal that for 10th grade, 50% of students scored in the Lower/Same level while 42.86% achieved 1 level higher and 7.14% fell in the 2 level higher category while there were no students falling in the 3 level higher category. **Root Cause:** Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test

Problem Statement 5 (Prioritized): The 2021-2022 TELPAS results reveal that for 11th graders, 76.47% scored in the Lower/Same level while 23.53% of students scored in the 1 level higher category. There were 0% of students making progress in level 2 and 3 higher categories. Also, there was one 12th grade student who took the TELPAS which resulted in 0% across the board. **Root Cause:** Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test.

School Processes & Programs

School Processes & Programs Summary

Paul Laurence Dunbar High School teachers utilize the FWISD Curriculum Framework to plan weekly lesson plans and ensure that lesson plans are in alignment. School administration and instructional coaches provide timely feedback on the effectiveness of weekly lesson plans.

Weekly PLC meetings focus on best practices and re-teaching TEKS where students performed lowly on the district benchmarks and unit exams.

All teachers have utilize Canvas website and post/record each lesson, projects and classroom activities

Dunbar has been able to maximize instructional effectiveness through reducing class sizes, by providing additional instructional support through an additional Title 1 teacher and utilizing technology resources within the classroom.

School Processes & Programs Strengths

All students at Paul Laurence Dunbar High School have been issued a chromebook and received a Macbook as we are a 1:1 campus.

Teachers have received professional development in the usage and implementation of instructional technology such as NearPod, PearDeck, and Canvas. New classrooms come equipped with a promethean board and television.

Dunbar looks to build teacher and administrative capacity through professional development, workshops and conferences. Systems such as the D.I.P. (Dunbar Intervention Plan) have been implemented to support students Social and emotional needs and address student suspension rates.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to 2022-2023 ADQ data, 52% of grade 12 students did not attain at least one CCMR indicator for the 2021-2022 school year. **Root Cause:** A small percentage of students received a qualifying score on AP exams, earned an industry certification, or were scheduled in a college preparatory course in which they received credit.

Problem Statement 2 (Prioritized): Dunbar's campus Average Daily Attendance for the first semester of the 22-23 school year was 92%, which is 2% below campus ADA goal of 94%. **Root Cause:** The students that attend Dunbar High School do not attend school because they do not feel connected to the school according to the 2021-2022 Panoramic survey.

Problem Statement 3 (Prioritized): Through the 4th 6 weeks of the 22/23 school year there was a 24% increase in discipline referrals from 199 to 247 referrals. **Root Cause:** Teachers did not have adequate professional development to determine what is a referable offense.

Perceptions

Perceptions Summary

- Dunbar High School's New Teacher Academy focuses on supporting new teachers in areas such as: lesson planning, classroom management, and student engagement. New teachers are assigned a veteran teacher mentor.
- My Brother's Keeper and My Sister's Keeper provide weekly mentoring services to Dunbar High School students.
- Dad's of Dunbar and community stakeholders meet monthly to discuss school related issues, celebrate successes, and plan accordingly.
- Dunbar High School Parent Liaison works to keep the lines of communication open between the school and home.
- The Dunbar High School's parent and staff newsletters are published weekly.

Perceptions Strengths

From the Panorama Survey teachers indicated the following:

- 81% of teachers responded that Dunbar High School is an inviting work environment.
- 71% of teachers responded that they are comfortable discussing race related topics with their students.
- 73% of teachers responded that they received feedback/coaching to improve instructional practices.

From the Panorama Survey students indicated the following:

- 83% of students responded that they feel supported in there relationshipss with friends, family, and adults at school.
- 64% of students responded that the school is diverse, intergrated and fair for races, ethnicities, and cultures.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On the 2021-2022 Panorama Survey, only 22% of students stated they were excited about going to class, and only 23% of students stated they were eager to participate. **Root Cause:** There is a lack of connectivity between students and staff because staff did not create a culture for students to connect into small organizations, social activities and events.

Problem Statement 2 (Prioritized): An increase in disciplinary consequences from 129 during the 2021-2022 school year to 391 during the 2022-2023 school year. **Root Cause:** School Administration struggled implementing effective restorative practices and due to personnel changes Paul Laurence Dunbar High School experience instability in the ISS/OCI classroom.

Priority Problem Statements

Problem Statement 1: The 2021-2022 Spring English 1 & English 2 EOC scores for SPED students were 10%, which was a 14% decrease from the English 1 & English 2 SPED scores from the previous year in the Approaches Category.

Root Cause 1: Administration did not strategically plan for professional development opportunities to equip general education & inclusion teachers with co-teaching models to support SPED students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The 2022 December Algebra 1 EOC score were 16% at the Approaches level, which was a 8% decrease than the Algebra 1 EOC re-test scores from the previous year of 24%

Root Cause 2: Administration did not strategically plan for professional development opportunities to equip teachers with academic interventions to support students who lack Grade-Level Algebraic Function Reasoning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The 2022 December Biology EOC re-test scores were 10%, which was 8% lower than the district average of 18% in the Approaches Category.

Root Cause 3: Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The 2021-2022 TELPAS results reveal that 87.76% of 9th graders scored at 87.76% in the Lower/Same level while 12.4% of the students increased to 1 level higher and there were 0% of students falling in the 2 or 3 level higher category.

Root Cause 4: Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The 2021-2022 TELPAS results reveal that for 10th grade, 50% of students scored in the Lower/Same level while 42.86% achieved 1 level higher and 7.14% fell in the 2 level higher category while there were no students falling in the 3 level higher category.

Root Cause 5: Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The 2021-2022 TELPAS results reveal that for 11th graders, 76.47% scored in the Lower/Same level while 23.53% of students scored in the 1 level higher category. There were 0% of students making progress in level 2 and 3 higher categories. Also, there was one 12th grade student who took the TELPAS which resulted in 0% across the board.

Root Cause 6: Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: According to 2022-2023 ADQ data, 52% of grade 12 students did not attain at least one CCMR indicator for the 2021-2022 school year.

Root Cause 7: A small percentage of students received a qualifying score on AP exams, earned an industry certification, or were scheduled in a college preparatory course in which they received credit.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Dunbar's campus Average Daily Attendance for the first semester of the 22-23 school year was 92%, which is 2% below campus ADA goal of 94%.

Root Cause 8: The students that attend Dunbar High School do not attend school because they do not feel connected to the school according to the 2021-2022 Panoramic survey.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Through the 4th 6 weeks of the 22/23 school year there was a 24% increase in discipline referrals from 199 to 247 referrals.

Root Cause 9: Teachers did not have adequate professional development to determine what is a referable offense.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: On the 2021-2022 Panorama Survey, only 22% of students stated they were excited about going to class, and only 23% of students stated they were eager to participate.

Root Cause 10: There is a lack of connectivity between students and staff because staff did not create a culture for students to connect into small organizations, social activities and events.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Dunbar High School students overall SAT scores have remained stagnant from 829 in 2021 to 836 in 2022.

Root Cause 11: Administration did not strategically plan for professional development opportunities to equip general education teachers with instructional strategies that concentrated on the implementation of SAT formatted questions in daily instruction.

Problem Statement 11 Areas: Demographics

Problem Statement 12: An increase in disciplinary consequences from 129 during the 2021-2022 school year to 391 during the 2022-2023 school year.

Root Cause 12: School Administration struggled implementing effective restorative practices and due to personnel changes Paul Laurence Dunbar High School experience instability in the ISS/OCI classroom.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

District Goals

Revised/Approved: June 13, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 19.3% to 25.0% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 18.2% to 24% by May 2024.

Evaluation Data Sources: PSAT Test Results

Strategy 1: Teachers and students utilize the English College Board prep materials to prepare for the PSAT exam taken beginning in the 9th grade and during the 10th grade year. In addition, ELAR teachers utilize AVID critical literacy strategies.

Strategy's Expected Result/Impact: Improve the success rate of Dunbar High School's 9th and 10th grade students in the reading section of the PSAT, increasing the number of students who are able to reach benchmark scores in the Reading section. Students will gain a better understanding of the format of the exam which can increase testing confidence and increase scores and decrease test anxiety. Students will learn strategies to use on the PSAT to help them decode the text and questions, in addition, students will engage in AVID reading strategies, which support college prep level reading and questioning. PSAT reading data will demonstrate a 10% increase in student performance.

Staff Responsible for Monitoring: Administrative Staff and Post Secondary School Coordinator

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will receive and utilize College Board online and paper resources from the College Board campus administrator. Teachers will receive departmental training in the use and implementation of AVID strategies during classroom instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrative Staff and Post Secondary School Coordinator Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Math, Science, ELA, Social Studies Delivery Method: Classroom instruction, Canvas	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Intensive remediation tutorials held afterschool and on Saturday for Tier 2 and Tier 3 identified students.

Strategy's Expected Result/Impact: Increase students present level of performance by 10%, as they work towards grade level standards.

Staff Responsible for Monitoring: Administrative Staff, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will provide intensive instruction remediation afterschool and on Saturday's. Intended Audience: Student Intervention Provider / Presenter / Person Responsible: Administrative Staff, Teachers Date(s) / Timeframe: August 2023-May2024 Collaborating Departments: Math, Science, Social Studies, Science Delivery Method: Classroom instruction, Canvas Funding Sources: Extra Duty - Title I (211) - 211-11-6116-04N-005-30-510-000000-24F10 - \$5,000, - SCE (199 PIC 24) - 199-11-6116-001-005-24-243-000000- - \$3,604	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The 2021-2022 Spring English 1 & English 2 EOC scores for SPED students were 10%, which was a 14% decrease from the English 1 & English 2 SPED scores from the previous year in the Approaches Category. **Root Cause:** Administration did not strategically plan for professional development opportunities to equip general education & inclusion teachers with co-teaching models to support SPED students.

Student Learning

Problem Statement 1: The 2022 December Algebra 1 EOC score were 16% at the Approaches level, which was a 8% decrease than the Algebra 1 EOC re-test scores from the previous year of 24% **Root Cause:** Administration did not strategically plan for professional development opportunities to equip teachers with academic interventions to support students who lack Grade-Level Algebraic Function Reasoning.

Problem Statement 2: The 2022 December Biology EOC re-test scores were 10%, which was 8% lower than the district average of 18% in the Approaches Category. **Root Cause** : Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students

School Processes & Programs

Problem Statement 1: According to 2022-2023 ADQ data, 52% of grade 12 students did not attain at least one CCMR indicator for the 2021-2022 school year. **Root Cause:** A small percentage of students received a qualifying score on AP exams, earned an industry certification, or were scheduled in a college preparatory course in which they received credit.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 14% to 25% by May 2024.

Seven percent increase in raw score data for first-time testers year over year due to the new STAAR formats .

Evaluation Data Sources: English I STAAR EOC test

Strategy 1: Teachers and students will implement constructed dialog and writing to align with the new STAAR formats.

Strategy's Expected Result/Impact: 7% growth in the meets performance category.

Staff Responsible for Monitoring: Administrative Staff and English I Teachers





TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 3, 4, 5

Action Step 1 Details		Reviews			
Action Step 1: Teachers will use AVID engagement strategies: socratic seminars and philosophical chairs in instruction every six weeks. Teachers will practice them in PLC with the Instructional Coach, and used them to assess student progress. Teachers will utilize Pear Deck, Study Sync, and Eduphoria to track low SEs and student performance and introduce new STAAR questioning formats. Provider / Presenter / Person Responsible: Administrative Staff, ELA Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: ELA Delivery Method: Classroom instruction, Canvas		Formative			Summative
		Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Strategy 2: Administrators will review teachers SE Agenda Calendars/lesson plans and provide feedback during PLC Meetings.

Strategy's Expected Result/Impact: By ensuring that lessons are aligned to the standards and teachers effectively utilizing multiple response strategy's and differentiation, 10% of first time testers will score at the meets level on the STAAR English I EOC.

Staff Responsible for Monitoring: Administrative Staff, Teachers





TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: School administrators will provide timely feedback to teachers regarding their SE Calendar Agenda's/lesson plans and from subsequent classroom walkthroughs to close the feedback loop. Provider / Presenter / Person Responsible: Administrative Staff, Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: English, Math, Science, Social Studies Delivery Method: In-class instruction, Canvas	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 3: Teachers will utilize supplemental educational materials (poster printers, MacBooks, document cameras) to increase student engagement and improve the quality of instruction.

Strategy's Expected Result/Impact: Testing data will reflect increased student achievement on STAAR EOC and Benchmark exams.

Staff Responsible for Monitoring: Administrative Staff, Teachers





TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1 - Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will utilize supplemental educational materials (poster printers, MacBooks, document cameras) to increase student engagement and improve the quality of instruction. Provider / Presenter / Person Responsible: Administrative Staff, Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math, Science, English, Social Studies Delivery Method: In-class instruction, Canvas Funding Sources: Technology - Title I (211) - 211-11-6396-04N-005-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 4: Dunbar High School will provide supplemental educational supplies (reading materials, duplicating paper, pencils, pens, visual aids, paper, ink, postage, and office supplies).

Strategy's Expected Result/Impact: Supplemental educational supplies and materials will improve student learning outcomes.

Staff Responsible for Monitoring: Administrative Staff

TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Dunbar High School will provide supplemental educational supplies (reading materials, duplicating paper, pencils, pens, visual aids, paper, ink, postage, and office supplies). Provider / Presenter / Person Responsible: Administrative Staff Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math, Science, English, Social Studies Delivery Method: In-class instruction, Canvas Funding Sources: General Supplies - Title I (211) - 211-11-6399-04N-005-30-510-000000-24F10 - \$35,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The 2021-2022 Spring English 1 & English 2 EOC scores for SPED students were 10%, which was a 14% decrease from the English 1 & English 2 SPED scores from the previous year in the Approaches Category. Root Cause: Administration did not strategically plan for professional development opportunities to equip general education & inclusion teachers with co-teaching models to support SPED students.
Student Learning
Problem Statement 1: The 2022 December Algebra 1 EOC score were 16% at the Approaches level, which was a 8% decrease than the Algebra 1 EOC re-test scores from the previous year of 24% Root Cause: Administration did not strategically plan for professional development opportunities to equip teachers with academic interventions to support students who lack Grade-Level Algebraic Function Reasoning. Problem Statement 2: The 2022 December Biology EOC re-test scores were 10%, which was 8% lower than the district average of 18% in the Approaches Category. Root Cause : Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students

Student Learning

Problem Statement 3: The 2021-2022 TELPAS results reveal that 87.76% of 9th graders scored at 87.76% in the Lower/Same level while 12.4% of the students increased to 1 level higher and there were 0% of students falling in the 2 or 3 level higher category. **Root Cause:** Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test.

Problem Statement 4: The 2021-2022 TELPAS results reveal that for 10th grade, 50% of students scored in the Lower/Same level while 42.86% achieved 1 level higher and 7.14% fell in the 2 level higher category while there were no students falling in the 3 level higher category. **Root Cause:** Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test

Problem Statement 5: The 2021-2022 TELPAS results reveal that for 11th graders, 76.47% scored in the Lower/Same level while 23.53% of students scored in the 1 level higher category. There were 0% of students making progress in level 2 and 3 higher categories. Also, there was one 12th grade student who took the TELPAS which resulted in 0% across the board. **Root Cause:** Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 45% by August 2024.

School Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 36.7% to 50% by May 2024.

A seven percent increase in raw score data for first-time testers year over year due to the new STAAR formats.

Evaluation Data Sources: STAAR English II EOC

Strategy 1: Teacher and students will implement constructed dialog and writing to align with the new STAAR formats.

Strategy's Expected Result/Impact: 5% growth in the meets performance category.

Staff Responsible for Monitoring: Administrative Staff and English II Teachers





TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 4

Action Step 1 Details		Reviews			
Action Step 1: Teachers will use AVID engagement strategies: socratic seminars and philosophical chairs in instruction every six weeks. Teachers will practice strategies in PLC with the Instructional Coach, and used them to assess student progress. Teachers will utilize Pear Deck, Study Sync, and Eduphoria to track low SEs and student performance and introduce new STAAR questioning formats. Provider / Presenter / Person Responsible: Administrative Staff, ELA Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: ELA Delivery Method: Classroom instruction, Canvas		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Strategy 2: Dunbar High School Administrative Staff will recruit, hire, and train teachers who hold certification in Math to serve as tutors.

Strategy's Expected Result/Impact: Tutors will provide remediation instruction for re-testers who performed unsuccessfully on the STAAR EOC.





Staff Responsible for Monitoring: Administrative Staff

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Dunbar High School Administrative Staff will recruit, hire, and train teachers who hold certification in English and Math to serve as tutors. Provider / Presenter / Person Responsible: Administrative Staff Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math, English Delivery Method: In-class instruction, Canvas	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The 2021-2022 Spring English 1 & English 2 EOC scores for SPED students were 10%, which was a 14% decrease from the English 1 & English 2 SPED scores from the previous year in the Approaches Category. Root Cause: Administration did not strategically plan for professional development opportunities to equip general education & inclusion teachers with co-teaching models to support SPED students.
Student Learning
Problem Statement 1: The 2022 December Algebra 1 EOC score were 16% at the Approaches level, which was a 8% decrease than the Algebra 1 EOC re-test scores from the previous year of 24% Root Cause: Administration did not strategically plan for professional development opportunities to equip teachers with academic interventions to support students who lack Grade-Level Algebraic Function Reasoning. Problem Statement 4: The 2021-2022 TELPAS results reveal that for 10th grade, 50% of students scored in the Lower/Same level while 42.86% achieved 1 level higher and 7.14% fell in the 2 level higher category while there were no students falling in the 3 level higher category. Root Cause: Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 5.5% to 12% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 4.3% to 10% by May 2024.

Evaluation Data Sources: PSAT Math

Strategy 1: Teachers and students utilize the math College Board prep materials to prepare for the PSAT exam taken beginning in the 9th grade and during the 10th grade year. Online/ and Study Guide (paper resource) PSAT resources provide formatted questions to check for understanding and demonstrate mastery of skills while utilizing formats and skills scope and sequence aligned with the district's curriculum thereby addressing state standards while addressing college entrance readiness.





Strategy's Expected Result/Impact: Students will gain a better understanding of the PSAT format and types of questions asked for the math section of the exam as well as test taking simulations utilizing call practice to promote greater preparedness for College Board level tests thereby increasing test scores. Math test data will demonstrate a 6% increase.

Staff Responsible for Monitoring: Administrative Staff, Post Secondary Specialist, Instructional Coaches

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: The College Board Administrator for the campus will provide online and Study Guide resources to be implemented in classroom curriculum with instructional support in the form of a PD provided by department instructional coach in implementation of the resources aligning them to district curriculum for math. Implementation of resources include accountability updates. Provider / Presenter / Person Responsible: Administrative Staff, Post Secondary Specialist Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Math, Science, ELA, Social Studies Delivery Method: Classroom instruction, Canvas Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-005-24-243-000000- - \$5,000				

Action Step 2 Details	Reviews			
Action Step 2: Provide students an opportunity to gain more practice and review to PSAT/ SAT materials and resources to build necessary skills for better performance on the College Board/ Entrance Exams through attending Afterschool Tutoring. Students can have one-on-one focused support to increase skill and knowledge in specific areas of need. Healthy snacks will be purchased for student consumption during the afterschool tutoring sessions. Provider / Presenter / Person Responsible: Administrative Staff, Post Secondary Specialist Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Math, Science, ELA, Social Studies Delivery Method: Classroom instruction, Canvas Funding Sources: - Title I (211) - 211-11-6499-04N-005-30-510-000000-24F10 - \$500, Instructional Material - Gifted & Talented (199 PIC 21) - - \$1,240	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The 2021-2022 Spring English 1 & English 2 EOC scores for SPED students were 10%, which was a 14% decrease from the English 1 & English 2 SPED scores from the previous year in the Approaches Category. Root Cause: Administration did not strategically plan for professional development opportunities to equip general education & inclusion teachers with co-teaching models to support SPED students.
Student Learning
Problem Statement 1: The 2022 December Algebra 1 EOC score were 16% at the Approaches level, which was a 8% decrease than the Algebra 1 EOC re-test scores from the previous year of 24% Root Cause: Administration did not strategically plan for professional development opportunities to equip teachers with academic interventions to support students who lack Grade-Level Algebraic Function Reasoning. Problem Statement 2: The 2022 December Biology EOC re-test scores were 10%, which was 8% lower than the district average of 18% in the Approaches Category. Root Cause : Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students Problem Statement 3: The 2021-2022 TELPAS results reveal that 87.76% of 9th graders scored at 87.76% in the Lower/Same level while 12.4% of the students increased to 1 level higher and there were 0% of students falling in the 2 or 3 level higher category. Root Cause: Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 7% to 20% by May 2024.

Evaluation Data Sources: STAAR EOC Algebra I

Strategy 1: Algebra I teachers will utilize weekly PLC meetings to design end of unit formative assessments. Teachers will collaborate and determine appropriate resources/materials to implement into their daily classroom instruction.





Strategy's Expected Result/Impact: Increase the percentage of first time testers who score at the approaches level on STAAR Algebra I EOC by 11%. From 39% to 50% by May 2024.

Staff Responsible for Monitoring: Administrative Staff and Algebra I teachers.

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Algebra I Teachers will create lessons that incorporate all students to read, write, listen and speak to build up students' academic vocabulary. Students will write summaries at the end of a lesson explaining how to solve a particular type of problem which in turn reinforces student's ability to master solving the problem. Algebra I teachers will utilize formative assessments (end of unit assessments) and spiral previously taught TEKS into daily instruction while formatting end of unit assessments to mirror the STAAR EOC formatted exam.. Provider / Presenter / Person Responsible: Algebra I Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math, Special Education Delivery Method: In class instruction , Canvas.		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Utilize Title I funds to hire a math tutor to support Algebra I STAAR EOC remediation. Provider / Presenter / Person Responsible: Administrative Staff, Algebra I teachers Date(s) / Timeframe: August 2023-May2024 Collaborating Departments: Math, Special Education Inclusion Delivery Method: In-class instruction, Canvas Funding Sources: - Title I (211) - 211-11-6117-04N-005-30-510-000000-24F10 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Utilize funds to purchase general supplies, instructional materials and equipment to support Special Education Date(s) / Timeframe: August 2023 - June 2024 Collaborating Departments: Special Education Funding Sources: general supplies, instructional materials - SPED (199 PIC 23) - - \$10,823	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Dunbar High School will utilize Title I funds to allocate for the Data Analyst position.

Strategy's Expected Result/Impact: The Data Analyst will provide professional development and assist teachers with analyzing/interpreting data to make data-driven decisions to increase student achievement.

Staff Responsible for Monitoring: Administrative Staff, Data Analyst





TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
Action Step 1: The Data Analyst will lead all testing on the Dunbar High School campus (STAAR, Benchmarks, and MAPS). The Data Analyst will collaborate with the Post Secondary School Coordinator to administer SAT and PSAT exams. Provider / Presenter / Person Responsible: Administrative Staff, Data Analyst Date(s) / Timeframe: August 2023-May 2024 Delivery Method: Canvas Funding Sources: - Title I (211) - 211-13-6119-04N-005-30-510-000000-24F10 - \$79,550	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Dunbar High School will utilize Title I funds to hire a math teacher Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The 2021-2022 Spring English 1 & English 2 EOC scores for SPED students were 10%, which was a 14% decrease from the English 1 & English 2 SPED scores from the previous year in the Approaches Category. Root Cause: Administration did not strategically plan for professional development opportunities to equip general education & inclusion teachers with co-teaching models to support SPED students.
Student Learning
Problem Statement 1: The 2022 December Algebra 1 EOC score were 16% at the Approaches level, which was a 8% decrease than the Algebra 1 EOC re-test scores from the previous year of 24% Root Cause: Administration did not strategically plan for professional development opportunities to equip teachers with academic interventions to support students who lack Grade-Level Algebraic Function Reasoning. Problem Statement 2: The 2022 December Biology EOC re-test scores were 10%, which was 8% lower than the district average of 18% in the Approaches Category. Root Cause : Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students Problem Statement 3: The 2021-2022 TELPAS results reveal that 87.76% of 9th graders scored at 87.76% in the Lower/Same level while 12.4% of the students increased to 1 level higher and there were 0% of students falling in the 2 or 3 level higher category. Root Cause: Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test.
School Processes & Programs
Problem Statement 1: According to 2022-2023 ADQ data, 52% of grade 12 students did not attain at least one CCMR indicator for the 2021-2022 school year. Root Cause: A small percentage of students received a qualifying score on AP exams, earned an industry certification, or were scheduled in a college preparatory course in which they received credit.

School Processes & Programs
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<p>Problem Statement 2: Dunbar's campus Average Daily Attendance for the first semester of the 22-23 school year was 92%, which is 2% below campus ADA goal of 94%. Root Cause: The students that attend Dunbar High School do not attend school because they do not feel connected to the school according to the 2021-2022 Panoramic survey.</p>
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District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 3: Increase science scores for first-time Biology test takers based off of the 2023 STAAR results from Approaches to Meets with a 10% increase and from Meets to Masters with a 5% increase by May 2024.

Evaluation Data Sources: Biology STAAR EOC

Strategy 1: Dunbar High School Biology teachers will utilize PLC to strategically design formative and summative assessments while investigating appropriate resources and materials to utilize during instruction.

Strategy's Expected Result/Impact: Students will gain a better understanding of the content and format of the EOC test which will result in an 10% increase in student success on the EOY assessment

Staff Responsible for Monitoring: Administrative Staff and Biology Teachers.

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: Dunbar High School Biology teachers will Increase formative assessments while increasing writing responses. Instructional strategies will include more exploratory assignments with reinforcing students' abilities to explain answer choices while providing opportunities to apply knowledge in various platforms. The teachers will spiral previously taught material more frequently while formatting assessments to mirror the EOC formatted test. Provider / Presenter / Person Responsible: Biology Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math and Special Education Delivery Method: In class instruction, Canvas.		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: The 2022 December Biology EOC re-test scores were 10%, which was 8% lower than the district average of 18% in the Approaches Category. Root Cause : Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 60% by June 2024.

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 40% to 60% by May 2024.

Evaluation Data Sources: AP Exams
CTE Certification Exams

Strategy 1: Enroll students into Texas College Bridge (TCB) subjects to complete the required number of units, which, are the equivalent to obtaining passing rates of TSIA 2.0 subject exams. Students would need to begin the TCB platform immediately after being identified. Teachers will use TCB with fidelity in order to ensure that students complete their courses prior to the conclusion of the semester with weekly plans and checks.

Strategy's Expected Result/Impact: Students can meet CCMR in both English and Math within the fall semester.

Staff Responsible for Monitoring: Administrative Staff and Post Secondary School Coordinator

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will assist students in enrolling in TCB (Texas College Bridge) and track and monitor students' progress (weekly) as they move from Phase I to Phase II to complete the required course assignments built into TCB. After students have successfully completed their TCB courses, students will take the subject related TSIA 2.0. Provider / Presenter / Person Responsible: Administrative Staff, Post Secondary Specialist Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Math, Science, ELA, Social Studies Delivery Method: Classroom instruction, Canvas	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Teachers and staff will utilize funds to to purchase instruction material , equipment, furniture and technology to support student instruction to prepare students for College, Career and Military Readiness Date(s) / Timeframe: August 2023 - June 2024	Formative			Summative
	Nov	Jan	Mar	June

Collaborating Departments: CTE Funding Sources: Instructional Materials, Equipment, - CTE (199 PIC 22) - - \$15,477, - CTE (199 PIC 22) - - \$3,000				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Students will attend college tours/field trips to obtain essential information pertaining to the college admission process, academic majors, and financial aid.

Strategy's Expected Result/Impact: Students will gain information and exposure to campus experiences to prepare them for college readiness.

Staff Responsible for Monitoring: Administrative Staff, Academic Counselors

TEA Priorities:
 Connect high school to career and college
- ESF Levers:
 Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Grade level field trips to visit colleges and universities and other extra curricular trips to give students exposure to the collegiate environment. Provider / Presenter / Person Responsible: Administrative Staff, Academic Counselors Date(s) / Timeframe: August 2023-May 2024 Delivery Method: Off-Campus Field Trips Funding Sources: - Title I (211) - 211-11-6412-04N-005-30-510-000000-24F10 - \$3,500, - SCE (199 PIC 24) - 199-11-6412-001-005-24-243-000000- - \$3,500				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The 2021-2022 Spring English 1 & English 2 EOC scores for SPED students were 10%, which was a 14% decrease from the English 1 & English 2 SPED scores from the previous year in the Approaches Category. **Root Cause:** Administration did not strategically plan for professional development opportunities to equip general education & inclusion teachers with co-teaching models to support SPED students.

Student Learning

Problem Statement 1: The 2022 December Algebra 1 EOC score were 16% at the Approaches level, which was a 8% decrease than the Algebra 1 EOC re-test scores from the previous year of 24% **Root Cause:** Administration did not strategically plan for professional development opportunities to equip teachers with academic interventions to support students who lack Grade-Level Algebraic Function Reasoning.

School Processes & Programs

Problem Statement 1: According to 2022-2023 ADQ data, 52% of grade 12 students did not attain at least one CCMR indicator for the 2021-2022 school year. **Root Cause:** A small percentage of students received a qualifying score on AP exams, earned an industry certification, or were scheduled in a college preparatory course in which they received credit.

Perceptions

Problem Statement 1: On the 2021-2022 Panorama Survey, only 22% of students stated they were excited about going to class, and only 23% of students stated they were eager to participate. **Root Cause:** There is a lack of connectivity between students and staff because staff did not create a culture for students to connect into small organizations, social activities and events.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 60% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 71% to 76% by May 2024.

Evaluation Data Sources: Attendance Data
Academic Transcripts and Report Cards
Discipline Data

Strategy 1: Monitor and track students' attendance, behavior and grades. Assists students in developing self-efficacy by identifying and overcoming obstacles that may be impeding academic success;

Strategy's Expected Result/Impact: Currently 80% of the freshman class are on-track.

Staff Responsible for Monitoring: Freshman Success Coordinator and Administrative Staff





TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3





Action Step 1 Details		Reviews			
Action Step 1: The Freshman Success Coordinator will review 9th grade students academic progress, attendance data, discipline data, and SEL status. Provider / Presenter / Person Responsible: Administrative Staff, Freshman Success Coordinator Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Ninth Grade Administrator, Freshman Success Coordinator Delivery Method: In-class support, Grade Level Meetings		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Strategy 2: The New Teacher Support Advisor will mentor inexperienced and first year teachers to increase teacher retention and student engagement in the classroom.

Strategy's Expected Result/Impact: New teachers will learn how to implement the following in their classrooms: effective classroom management strategies, de-escalation strategies, the FWISD curriculum framework, building positive teacher/student relationships, and establishing effective school to home communication.

Staff Responsible for Monitoring: Administrative Staff, New Teacher Mentor

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2, 3 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: The New Teacher Support Advisor will mentor new and inexperienced teachers to increase teacher retention and student engagement with the classroom. Provider / Presenter / Person Responsible: Administrative Staff, New Teacher Support Advisor Date(s) / Timeframe: August 2023-May2024 Delivery Method: New Teacher Meetings Funding Sources: - Title I (211) - 211-13-6299-04N-005-30-510-000000-24F10 - \$23,500, - Title I (211) - 211-13-6299-04N-005-30-510-000000-24F10 - \$9,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The 2021-2022 Spring English 1 & English 2 EOC scores for SPED students were 10%, which was a 14% decrease from the English 1 & English 2 SPED scores from the previous year in the Approaches Category. Root Cause: Administration did not strategically plan for professional development opportunities to equip general education & inclusion teachers with co-teaching models to support SPED students.
Student Learning
Problem Statement 1: The 2022 December Algebra 1 EOC score were 16% at the Approaches level, which was a 8% decrease than the Algebra 1 EOC re-test scores from the previous year of 24% Root Cause: Administration did not strategically plan for professional development opportunities to equip teachers with academic interventions to support students who lack Grade-Level Algebraic Function Reasoning. Problem Statement 2: The 2022 December Biology EOC re-test scores were 10%, which was 8% lower than the district average of 18% in the Approaches Category. Root Cause : Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students
School Processes & Programs
Problem Statement 2: Dunbar's campus Average Daily Attendance for the first semester of the 22-23 school year was 92%, which is 2% below campus ADA goal of 94%. Root Cause: The students that attend Dunbar High School do not attend school because they do not feel connected to the school according to the 2021-2022 Panoramic survey. Problem Statement 3: Through the 4th 6 weeks of the 22/23 school year there was a 24% increase in discipline referrals from 199 to 247 referrals. Root Cause: Teachers did not have adequate professional development to determine what is a referable offense.
Perceptions
Problem Statement 1: On the 2021-2022 Panorama Survey, only 22% of students stated they were excited about going to class, and only 23% of students stated they were eager to participate. Root Cause: There is a lack of connectivity between students and staff because staff did not create a culture for students to connect into small organizations, social activities and events.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 60% by June 2024.

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 82% to 85% by May 2024.

Evaluation Data Sources: Benchmark Data
STAAR EOC Algebra I

Strategy 1: Prioritize student's conceptual understanding of Algebra concepts. Make concepts visual to allow students to see how an abstract concept translates to a physical scenario. Use hands on activities which encourage students to use their visual methods to solve problems. Display anchor charts and word walls throughout the classroom.

Strategy's Expected Result/Impact: EOY data will demonstrate a 7% increase in student's completion of the Algebra I course.

Staff Responsible for Monitoring: Administrative Staff and Algebra I Teachers

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will utilize anchor charts in the classroom for students to look to in case they miss something during the teachers instructional delivery. Teachers will record a video lesson so late arriving or absent students can watch the video and catch up with the rest of the class. Teachers will use differentiate instruction to embed previous standards in lessons that tend to trip up students due to learning gaps that build them up to Algebra I. Provider / Presenter / Person Responsible: Algebra I Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Science and Special Education Delivery Method: In class instruction, Canvas	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

School Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: The 2022 December Algebra 1 EOC score were 16% at the Approaches level, which was a 8% decrease than the Algebra 1 EOC re-test scores from the previous year of 24% **Root Cause:** Administration did not strategically plan for professional development opportunities to equip teachers with academic interventions to support students who lack Grade-Level Algebraic Function Reasoning.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 60% by June 2024.

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 2.8% to 10% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 1.8% to 10% by May 2024.

Evaluation Data Sources: SAT Exams
ACT Exams

Strategy 1: Utilize the Mastery Prep test materials for preparing students along with online College Board resources during students Advisory periods; along with the use of college prep resources (including free online resources) implement after school tutoring for students to where they can have access to practice tests, skills and strategies review, etc.

Strategy's Expected Result/Impact: Increase in students' scores in both Math and Reading on SAT and ACT exams.

Staff Responsible for Monitoring: Administrative Staff and Post Secondary School Specialist

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Students will utilize college board prep online resources along with Mastery Prep resources to build necessary skills to increase test scores for SAT and ACT, TSIA 2.0, and other college entrance exams. Instructional coaches in collaboration with Department chairs will provide support to content area teachers to establish routine college prep practice along with active monitoring and tracking of students' progress with the goal of increasing CCMR MET status by 11th and 12th graders by 10%. Provider / Presenter / Person Responsible: Administrative Staff, Post Secondary Specialist Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Math, Science, ELA, Social Studies Delivery Method: Classroom instruction, Canvas				
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

School Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: The 2021-2022 Spring English 1 & English 2 EOC scores for SPED students were 10%, which was a 14% decrease from the English 1 & English 2 SPED scores from the previous year in the Approaches Category. **Root Cause:** Administration did not strategically plan for professional development opportunities to equip general education & inclusion teachers with co-teaching models to support SPED students.

Student Learning

Problem Statement 1: The 2022 December Algebra 1 EOC score were 16% at the Approaches level, which was a 8% decrease than the Algebra 1 EOC re-test scores from the previous year of 24% **Root Cause:** Administration did not strategically plan for professional development opportunities to equip teachers with academic interventions to support students who lack Grade-Level Algebraic Function Reasoning.

Problem Statement 2: The 2022 December Biology EOC re-test scores were 10%, which was 8% lower than the district average of 18% in the Approaches Category. **Root Cause** : Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students

School Processes & Programs

Problem Statement 1: According to 2022-2023 ADQ data, 52% of grade 12 students did not attain at least one CCMR indicator for the 2021-2022 school year. **Root Cause:** A small percentage of students received a qualifying score on AP exams, earned an industry certification, or were scheduled in a college preparatory course in which they received credit.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number of students below 75% attendance by 10% by May 2024.

Evaluation Data Sources: Attendance Data

Strategy 1: Provide incentives for students whose attendance is above 90% each marking period. Attendance information will be provided to the students and parents via various platforms. Meetings with students whose attendance is below 75% will be conducted and personal attendance plans will be developed to help the students increase their attendance.

Strategy's Expected Result/Impact: When students come to school, they have the opportunity to receive quality instruction which will lead to academic success encompassing matriculation, graduation and successful passing of state exams.

Staff Responsible for Monitoring: Administrative Staff and Attendance Clerk





TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Action Step 1: Every six weeks run an attendance report to see which students have fallen below 75% attendance. Call parents and meet with the student to see if there are extenuating circumstances. If there are special circumstances, work with support staff to provide any needed services to the students. Students will be placed on an attendance tracking sheet to help assist students with accountability. Provide incentives such as snacks, small gifts etc. to reward students for their efforts.</p> <p>Provider / Presenter / Person Responsible: Administrative Staff, Attendance Clerk</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Math, Science, ELA, Social Studies, CTE, Electives</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04N-005-30-510-000000-24F10 - \$2,000</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 2: Decrease the number of employees who have excessive absences (10 or more) by May 2024.

Strategy's Expected Result/Impact: Provide teacher incentives for those teachers who haven't missed school more than once during each marking period.

Staff Responsible for Monitoring: When teachers are at school, students receive quality instruction. With quality instruction, student academic success occurs which results in students matriculating to the next grade level and an increase in the passing rate on state assessments.





TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing

Problem Statements: School Processes & Programs 2, 3 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Every month, teachers whose attendance reflects one or no absences (sick, family emergency or personal day) will receive an incentive. When there are teachers who have a series of absences per month, the Administrator who supervises that teacher will have a conversation with that teacher to ascertain if the employee is having difficulty coming to work. That Administrator will go over District policy with the employee and discuss the impact their missed absence has on student achievement. Teachers with perfect attendance for the entire year will receive an award at the end of the year. Provider / Presenter / Person Responsible: Administrative Staff Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Math, Science, ELA, Social Studies, CTE, Electives				
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Dunbar's campus Average Daily Attendance for the first semester of the 22-23 school year was 92%, which is 2% below campus ADA goal of 94%. Root Cause: The students that attend Dunbar High School do not attend school because they do not feel connected to the school according to the 2021-2022 Panoramic survey.
Problem Statement 3: Through the 4th 6 weeks of the 22/23 school year there was a 24% increase in discipline referrals from 199 to 247 referrals. Root Cause: Teachers did not have adequate professional development to determine what is a referable offense.
Perceptions
Problem Statement 1: On the 2021-2022 Panorama Survey, only 22% of students stated they were excited about going to class, and only 23% of students stated they were eager to participate. Root Cause: There is a lack of connectivity between students and staff because staff did not create a culture for students to connect into small organizations, social activities and events.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from ??? to ??? by May 2024.

Evaluation Data Sources: Discipline Data

Strategy 1: Create meaningful parent involvement, keeping the lines of school to home communication open. Celebrate students persoanl achievements and positive behavior. Establish school-wide norms that focus on building positive student values, while broadening the range of discipline methods. Create traditions that are fun for students and teachers. Encourage teachers to utilize innovative teaching methods to include the use of technology.

Strategy's Expected Result/Impact: Students will feel valued, respected and have a sense of belonging.

Staff Responsible for Monitoring: Administrative Staff

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2, 3 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Strategy 2: Teachers, Counselors, Librarians, and Data Analyst will attend in-state and out of state professional development to improve Tier I instruction, student engagement, and classroom management. They will learn how to improve the climate/culture in their classrooms.





Strategy's Expected Result/Impact: EOY data will relect improvement in academic achievement and attendance.

Staff Responsible for Monitoring: Administrative Staff, Teachers, Counselors, Librarians, and Data Analyst

TEA Priorities:
Improve low-performing schools
- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 1 - Student Learning 1, 2, 5

Action Step 1 Details	Reviews			
Action Step 1: Teachers, Counselors, Librarians, and Data Analyst will attend in-state and out of state professional development to improve Tier I instruction, student engagement, and classroom management. They will learn how to improve the climate/culture in their classrooms. Provider / Presenter / Person Responsible: Administrative Staff, Teachers, Counselors, Librarians, and Data Analyst Date(s) / Timeframe: August 2023-May 2024 Delivery Method: Professional Development Funding Sources: - Title I (211) - 211-12-6411-04N-005-30-510-000000-24F10 - \$1,500, - Title I (211) - 211-13-6411-04N-005-30-510-000000-24F10 - \$18,722.72	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Teachers will attend campus pull outs, district and region Professional Development. Allocate funds to pay for subs for teacher professional development Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Math, Science, Social Studies, English, Electives Delivery Method: PD Funding Sources: - Title I (211) - 211-11-6112-0PD-005-30-510-000000-24F10 - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Principal and Assistant Principals will attend in-state and out of state professional development to improve Tier I instruction, student engagement, and classroom management.

Strategy's Expected Result/Impact: EOY data will reflect an increase in student academic achievement, attendance, and school moral.

Staff Responsible for Monitoring: Administrative Staff





TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Principal and Assistant Principals will attend in-state and out of state professional development to improve Tier I instruction, student engagement, and classroom management. Provider / Presenter / Person Responsible: Administrative Staff Date(s) / Timeframe: August 2023-May 2024 Delivery Method: Professional Development Funding Sources: - Title I (211) - 211-23-6411-04N-005-30-510-000000-24F10 - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The 2021-2022 Spring English 1 & English 2 EOC scores for SPED students were 10%, which was a 14% decrease from the English 1 & English 2 SPED scores from the previous year in the Approaches Category. Root Cause: Administration did not strategically plan for professional development opportunities to equip general education & inclusion teachers with co-teaching models to support SPED students.
Student Learning
Problem Statement 1: The 2022 December Algebra 1 EOC score were 16% at the Approaches level, which was a 8% decrease than the Algebra 1 EOC re-test scores from the previous year of 24% Root Cause: Administration did not strategically plan for professional development opportunities to equip teachers with academic interventions to support students who lack Grade-Level Algebraic Function Reasoning. Problem Statement 2: The 2022 December Biology EOC re-test scores were 10%, which was 8% lower than the district average of 18% in the Approaches Category. Root Cause : Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students Problem Statement 3: The 2021-2022 TELPAS results reveal that 87.76% of 9th graders scored at 87.76% in the Lower/Same level while 12.4% of the students increased to 1 level higher and there were 0% of students falling in the 2 or 3 level higher category. Root Cause: Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test. Problem Statement 5: The 2021-2022 TELPAS results reveal that for 11th graders, 76.47% scored in the Lower/Same level while 23.53% of students scored in the 1 level higher category. There were 0% of students making progress in level 2 and 3 higher categories. Also, there was one 12th grade student who took the TELPAS which resulted in 0% across the board. Root Cause: Professional training on efficient and effective delivery of ELPS strategies was not explored enough and not monitored. Across all subject areas, opportunities for speaking, reading and writing in the class was not a priority. Students did not have an opportunity to engage in practice in the format of the test.
School Processes & Programs
Problem Statement 2: Dunbar's campus Average Daily Attendance for the first semester of the 22-23 school year was 92%, which is 2% below campus ADA goal of 94%. Root Cause: The students that attend Dunbar High School do not attend school because they do not feel connected to the school according to the 2021-2022 Panoramic survey. Problem Statement 3: Through the 4th 6 weeks of the 22/23 school year there was a 24% increase in discipline referrals from 199 to 247 referrals. Root Cause: Teachers did not have adequate professional development to determine what is a referable offense.

Perceptions

Problem Statement 1: On the 2021-2022 Panorama Survey, only 22% of students stated they were excited about going to class, and only 23% of students stated they were eager to participate. **Root Cause:** There is a lack of connectivity between students and staff because staff did not create a culture for students to connect into small organizations, social activities and events.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus.

Evaluation Data Sources: Discipline Data

Strategy 1: The Administrative Staff and School Interventionist will use restorative practices to settle disputes and de-escalate aggressive situations. Administrative Staff will utilize the Dunbar Intervention Plan (DIP) as it pertains to Tier 1 and Tier 2 offenses. Classroom teachers will utilize classroom management best practices and keep parents informed of classroom behavior disruptions. Parent Liaison will schedule in-person and virtual parent conferences.

Strategy's Expected Result/Impact: Students will not lose instructional time due to out of school suspensions.

Staff Responsible for Monitoring: Administrative Staff, School Interventionist

Problem Statements: School Processes & Programs 2, 3 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

School Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Dunbar's campus Average Daily Attendance for the first semester of the 22-23 school year was 92%, which is 2% below campus ADA goal of 94%. Root Cause: The students that attend Dunbar High School do not attend school because they do not feel connected to the school according to the 2021-2022 Panoramic survey.</p> <p>Problem Statement 3: Through the 4th 6 weeks of the 22/23 school year there was a 24% increase in discipline referrals from 199 to 247 referrals. Root Cause: Teachers did not have adequate professional development to determine what is a referable offense.</p>

Perceptions

Problem Statement 1: On the 2021-2022 Panorama Survey, only 22% of students stated they were excited about going to class, and only 23% of students stated they were eager to participate. **Root Cause:** There is a lack of connectivity between students and staff because staff did not create a culture for students to connect into small organizations, social activities and events.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Dunbar High School will hold one student and parent engagement activity each grading cycle (each six weeks), outside of regular school hours.

Evaluation Data Sources: FWISD Parent Survey
Parent Sign-In Data

Strategy 1: The parent liaison will show parents how to track their students grades and attendance in Parent Portal.

Strategy's Expected Result/Impact: Parents will have a positive interaction experience with school personnel and will be able to manage their student learning at home.

Staff Responsible for Monitoring: Administrative Staff, Parent Liaison

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2, 3 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Use Title I Funds to hire a parent liaison that will show parents how to track their students grades and attendance in Parent Portal and coordinate family engagement events. Provider / Presenter / Person Responsible: Administrative Staff, Parent Liaison Date(s) / Timeframe: August 2023-May 2024 Delivery Method: In-person meeting and virtual meetings Funding Sources: - Title I (211) - 211-61-6119-04L-005-30-510-000000-24F10 - \$30,351, - Parent Engagement - 211-61-6399-04L-005-30-510-000000-24F10 - \$3,166	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: The Parent Liaison and staff will set-up parent conferences before or afterschool (in-person or virtual) and coordinate communication with parents and community partners. Provider / Presenter / Person Responsible: Administrative Staff, Parent Liaison Date(s) / Timeframe: August 2023-May 2024 Delivery Method: In-person meetings, or virtual meetings Funding Sources: - Title I (211) - 211-61-6116-04L-005-30-510-000000-24F10 - \$7,500	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: The Parent Liaison and staff will set-up parent engagement events providing food and snacks for before and afterschool events (in-person or virtual) and coordinate communication with parents and community partners. Intended Audience: Parents Date(s) / Timeframe: August 2023 - June 2024 Funding Sources: - Parent Engagement - 211-61-6499-04L-005-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Dunbar's campus Average Daily Attendance for the first semester of the 22-23 school year was 92%, which is 2% below campus ADA goal of 94%. Root Cause: The students that attend Dunbar High School do not attend school because they do not feel connected to the school according to the 2021-2022 Panoramic survey.
Problem Statement 3: Through the 4th 6 weeks of the 22/23 school year there was a 24% increase in discipline referrals from 199 to 247 referrals. Root Cause: Teachers did not have adequate professional development to determine what is a referable offense.
Perceptions
Problem Statement 1: On the 2021-2022 Panorama Survey, only 22% of students stated they were excited about going to class, and only 23% of students stated they were eager to participate. Root Cause: There is a lack of connectivity between students and staff because staff did not create a culture for students to connect into small organizations, social activities and events.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-005-30-510-000000-24F10	\$5,000.00
1	2	3	1	Technology	Technology for instructional use	211-11-6396-04N-005-30-510-000000-24F10	\$5,000.00
1	2	4	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04N-005-30-510-000000-24F10	\$35,000.00
2	1	1	2		Snacks or incentives for students	211-11-6499-04N-005-30-510-000000-24F10	\$500.00
2	2	1	2		Tutors with degree or certified	211-11-6117-04N-005-30-510-000000-24F10	\$10,000.00
2	2	2	1		Data Analyst	211-13-6119-04N-005-30-510-000000-24F10	\$79,550.00
3	1	2	1		Transportation costs for students	211-11-6412-04N-005-30-510-000000-24F10	\$3,500.00
3	2	2	1		Contracted professional development	211-13-6299-04N-005-30-510-000000-24F10	\$23,500.00
3	2	2	1		Contracted professional development	211-13-6299-04N-005-30-510-000000-24F10	\$9,000.00
4	1	1	1		Snacks or incentives for students	211-11-6499-04N-005-30-510-000000-24F10	\$2,000.00
4	2	2	1		Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-005-30-510-000000-24F10	\$18,722.72
4	2	2	1		Travel for Librarian (PD)	211-12-6411-04N-005-30-510-000000-24F10	\$1,500.00
4	2	2	2		Subs for professional development	211-11-6112-0PD-005-30-510-000000-24F10	\$2,500.00
4	2	3	1		Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-005-30-510-000000-24F10	\$15,000.00
4	4	1	1		Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-005-30-510-000000-24F10	\$30,351.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2		Extra duty for family engagement activities after hours	211-61-6116-04L-005-30-510-000000-24F10	\$7,500.00
Sub-Total							\$248,623.72
Budgeted Fund Source Amount							\$248,623.72
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-005-24-243-000000-	\$3,604.00
2	1	1	1		Supplies and materials for instructional use	199-11-6399-001-005-24-243-000000-	\$5,000.00
3	1	2	1		Transportation costs for students	199-11-6412-001-005-24-243-000000-	\$3,500.00
Sub-Total							\$12,104.00
Budgeted Fund Source Amount							\$12,104.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-005-30-510-000000-24F10	\$3,166.00
4	4	1	3		Snacks for Parents to promote participation	211-61-6499-04L-005-30-510-000000-24F10	\$2,000.00
Sub-Total							\$5,166.00
Budgeted Fund Source Amount							\$5,166.00
+/- Difference							\$0.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	2	Instructional Material	GENERAL SUPPLIES		\$1,240.00
Sub-Total							\$1,240.00
Budgeted Fund Source Amount							\$1,240.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Instructional Materials, Equipment,	GENERAL SUPPLIES		\$15,477.00
3	1	1	2		FURN&EQUIP < \$5000		\$3,000.00
Sub-Total							\$18,477.00
Budgeted Fund Source Amount							\$18,477.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	3	general supplies, instructional materials	GENERAL SUPPLIES		\$10,823.00
Sub-Total							\$10,823.00
Budgeted Fund Source Amount							\$10,823.00
+/- Difference							\$0.00
Grand Total Budgeted							\$296,433.72
Grand Total Spent							\$296,433.72
+/- Difference							\$0.00