

005-Dunbar HS

Oscar Adams

Steven Johnson

2018-19 Schoolwide Programs: Campus Improvement Plan

005-Dunbar HS

Principal: Oscar Adams

Executive Director: Steven Johnson

State Accountability Status

Improvement Required

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

YES the Fort Worth ISD School Board;

YES the Texas Education Code;

YES Title I, Part A; and

Select Priority / Turnaround Plans

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

[Click here to see the full Guide to Campus Assurances](#)

2018 -2019 State Accountability Domain Scores

Domain 1: Student Achievement	Improvement Required
Domain 2: School Progress	Met Standard
Domain 3: Closing The Gaps	Improvement Required

SBDM Members

Name	Role
Oscar Adams	Campus Non-Tch Prof
Rondy Dunn	Teacher
Dev'n Goodman	Teacher
Chris Hall	Teacher
Charla Washington	Teacher
Shundria Riddick	Campus Non-Tch Prof
Eva Williams	District-Level Staff
Mildred Riles	Parent
Courtney Silmon	Parent
Alvin Johnson	Community Rep
Jamal Williams	Community Rep
Tempest Williams	Business Rep
Paige Stevens	Business Rep
Skylar Huey	Additional Appointed Rep
Ronette Toler-Kerr	Additional Appointed Rep
	Select
	Select
	Select

Fort Worth ISD Mission

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

Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus: Paul Laurence Dunbar High School

Principal: Oscar Adams

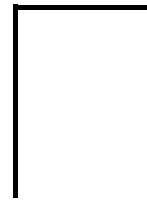
Data Sources Used Make a selection for each by choosing from the	Yes	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	Yes	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	/N	Achievement Gap	Yes	TEA Website
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how	
Demographics	1.	Over the past two years, the incoming freshman class included students from different middle schools outside DHS' attendance zone.	1.	Decrease the retention rates for 9th and 10th cohorts.	1.	Ensure that the school environment is safe and conducive to learning.
	2.	More teachers volunteered to sponsor activities.	2.	The number of economically disadvantaged students has increased.	2.	Ensure that timely feedback is provide to students on their progress and performance.
	3.	Student Enrollment is steadily increasing			3.	Improve family and community engagement.
Student Achievement	1.	Increased student achievement on 2018 EOC exams in the following content areas; Algebra I (7.6%), Biology (4.5%), and U.S. history scores (9%).	1.	Significant achievement gap in Special Education sub group on all EOC exams.	4.	Ensure instruction is aligned to content standards and ongoing common assessments.
	2.	Increased attendance rates: 90% attendance for all students.	2.	The percentage of students (9th, 10th, and 11th grade) not on track to the next grade leave is above 10%	5.	Ensure that instructional practices are researched based and lead to increase student achievement.

	<p>3. CCMR: Met TSI criteria for at least one indicator 32% - ELA/Reading and 15% in Math.</p>	<p>3. Increase the number of student passing or scoring a 3 on Advance Placement (AP) exams and the number of students TSI ready.</p>	<p>Create a support system for new, inexperience, and struggling teachers.</p>
<p>School Culture and Climate</p>	<p>1. Student survey: Students believe they have a sense of belonging and are connected.</p>	<p>1. There is a need to continuously to monitor school perception and mitigate myths about the climate and culture of the school.</p>	
	<p>2. According to the teacher survey, teachers feel supported instructionally.</p>	<p>2. A noticeable higher rate in reported discipline incidents for African American females.</p>	
	<p>3. Discipline Rate: The number of overall suspensions have decreased from year to year.</p>	<p>3.</p>	
<p>Staff Quality/ Professional Development</p>	<p>1. Common PLC times built into the school day.</p>	<p>1. Increased number of new faculty for the 2018-19 school year. Professional development is needed to support new staff members.</p>	
	<p>2. On average 93% of the teachers believe PD has been useful and effective on campus.</p>	<p>2. There is still a need for teachers to improve instructional practices.</p>	
	<p>3. There is an established school wide system for professional learning communities and professional development</p>	<p>3. There is a lack of follow through of the implementation of professional development attended by teachers.</p>	
<p>Curriculum, Instruction, and Assessment</p>	<p>1. Technology sessions were offered at all 6 campus wide PD sessions for teachers which helped in cultivating instructional delivery that is catered to the 21st century learner.</p>	<p>1. The schedule of our department chairs did not allot the time to maximize the opportunity for instructional coaching of teachers within their department.</p>	

	2.	All core contents complete common assessments to assess student mastery	2.	Not all content areas collaborated in creating and distributing the same common assessment to analyze data from an authentic perspective to drive true instructional decisions amongst content areas.
	3.	Our campus has communicated a clear and precise instructional delivery expectation for the 18-19 school year.	3.	Focus on improving the academic expectations and rigor in the classrooms.
Family and Community Involvement	1.	A fully functional parent resource center with a full- time parent liaison.	1.	Improve family and school communication.
	2.	High community and cooperate partnership involvement.	2.	Increase parental involvement events and activities.
	3.	There is an increased number of opportunities for parents and the community to be engaged at the school.		
School Context and Organization	1.	Active SBDM that meets regularly and provides suggestions.	1.	Develop an initial and deliberate process to obtain stakeholder feedback
	2.	An overall campus expectation has been set, is consistently communicated and applied to all aspects of the campus culture.		

--

	<p>3. Students needing targeted service are constantly reviewed for individual services through push in, push out, tutorials and parent conference. Best practice from model campuses have been observed and techniques applied and currently monitored for effectiveness.</p>		
--	---	--	--



	→ 005-Dunbar HS							
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 125,153	\$ 10,526	\$ 18,614	\$ 573	\$ 473	\$ 7,493	\$ 440,483	603,315

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Oscar Adams

Leadership Director: Steven Johnson

Summary by Fund Source

Fund Source→	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	4,000	0	0	0	0	0	0	\$ 4,000
Campus Needs - Student Achievement	1,500	0	0	0	0	0	7,200	\$ 8,700
Campus Needs	0	0	0	0	0	0	0	\$ -
Parent/Family Engagement Health Related	0	0	0	0	0	0	2,000	\$ 2,000
TOTAL	\$ 5,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,200	\$ 14,700
Allocations	125,153	10,526	18,614	573	473	7,493	440,483	603,315
Percent Budgeted	4%	0%	0%	0%	0%	0%	2%	2%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							15,000
	Student Achievement							11,000
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Oscar Adams

Leadership Director: Steven Johnson

Fort Worth ISD Student Outcome Goal Alignment	Goal:	3 College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.
	Progress Measures:	3.1 Percent of graduates meeting TSI standard in Reading and Math will increase from 16% to 25% by 2019. 3.2 Percent of graduates who earn 12 or more college credit hours through dual credit courses will increase from 7% to 13% by 2019. 3.3 Percent of graduates completing a CTE coherent sequence of courses will increase from 35% to 44% by 2019.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from			EOY
	3.1 Percent of graduates meeting TSI standard in Reading and Math will increase from	13%	18%	EOY
	3.2 Percent of graduates who earn 12 or more college credit hours through dual credit courses will increase from	0%	0%	EOY
	NA			EOY
	3.3 Percent of graduates completing a CTE coherent sequence of courses will increase from	61%	65%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	CTE	Develop instructional collaborations with business and industry partners to prepare students for post-secondary education or the workforce.	CTE Teacher, AP	October	PLC	Local	\$2,000	Culture and Climate
2	CTE-LEP	Develop a recruitment plan to build awareness in the middle school about CTE courses.	CTE Department, AP	February	Pull-Out	Local	\$1,000	Closing Gaps
3	CTE-SPED	Develop a student driven 4 year plan by 8th/9th grade that includes a coherent CTE sequence.	Counseling Department	December				Achievement
4	CTE-SPED	Hold a Career Tech Day in our feeder pattern to create awareness about the courses available at the high school.	CTE Department, AP	February	Pull-Out	Local	\$1,000	Progress
5	CTE-LEP	Utilize a preparatory curriculum to prepare students for the TSI, PSAT, SAT, and ACT.	POC Coordinator, Dean of ECHS, Principal	April		Other	\$ 10,000.00	Achievement
6	CTE	Provide targeted professional development to equip teachers with the tools and skill needed to increase the number of students successfully scoring a 3 on an AP exam.	Principal	October	Pull-Out	Other	\$ 5,000.00	Closing Gaps
7								
8								
9								
10								
11								
12								
13								
14								

--	--	--	--	--	--	--	--	--	--

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Oscar Adams

Leadership Director: Steven Johnson

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element Systems)	Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 0 to 0 percent.	BOY %	MOY %	EOY %	Target %	Difference
	Graduates meeting TSI standard in Reading and Math	3.0%			18%	-15.0%
	Graduates who earn 12 or more college credit hours through dual credit courses	0.0%			0%	0.0%
	Graduates completing a CTE coherent sequence of courses				65%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Document the busines and industry partnership for CTE programs.	1-(Culture and Climate) Develop instructional collaborations with business and industry partners to prepare students for post-secondary education or the workforce.	Evidence of partnerships				
2 Increase the number of students earning a certification in CTE	1-(Culture and Climate) Develop instructional collaborations with business and industry partners to prepare students for post-secondary education or the workforce.	Review BOY, MOY, and EOY data				
3	3-(Achievement) Develop a student driven 4 year plan by 8th/9th grade that includes a coherent CTE sequence.	Review of student progression plans				
4 CTE department collaborate of the	4-(Progress) Hold a Career Tech Day in our feeder pattern to create awareness about the courses available at the high school.	Agenda and artifacts from Tech Day				
5 Students will utilize Edgenuity for test prep	5-() Utilize a preparatory curriculum to prepare students for the TSI, PSAT, SAT, and ACT.	Review Edgenuity usage data				
6	6-(Closing Gaps) Provide targeted professional development to equip teachers with the tools and skill needed to increase the number of students successfully scoring a 3 on an AP exam.	Professional development schedule for CTE teachers				
7						
8						
9						
10						
11						
12						
13						
14						
15						

Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Oscar Adams

Campus Needs - Student Achievement Action Plan

Leadership Director: Steven Johnson

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	For the STAAR Algebra I EOC, 75% of the students will approach grade-level, 40% will meet grade-level, and 12% will master grade-level in cohort 2022.		65.00%	29.00%	9.00%	70.00%	35.00%	15.00%
Goal 2	For the English I & II EOC, 60% of students will approaches grade-level, 35% will meet grade-level, and 10% will master grade-level standard.		42.00%	20.00%	1.00%	50.00%	30.00%	5.00%
Goal 3	For the Biology EOC, 80% of students will meet the approaches grade-level standard, 40% will meet the grade-level meets standard and 10% percent will master grade-level standard.		73.00%	32.00%	6.00%	77.00%	37.00%	10.00%
Goal 4	For US History EOC, 90% of students will approach grade-level standard, 60 percent will meet grade-level, and 33% will master grade-level.		87.00%	47.00%	22.00%	89.00%	50.00%	25.00%

Title I Components	PBMAS	Alignment		Expectations				Focus → Achievement &
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,2	LEP	Create common assessment from unpacked TEKS to ensure instruction is aligned to the rigor of the TEKS.	Teacher, inst. Coach, AP	Weekly	PLC		Progress
2	4,8	SPED	Track and analyze student outcomes from common assessments to determine reteach or extension opportunities.	Teacher, Inst. Coach	Weekly	Pull-Out	Title I \$ 1,000.00	Tchr/Staff Quality
3	1, 2	CTE-LEP	Provide professional development to improve Tier I instruction for all contents.	Admin, Inst. Coaches	Weekly	After Sch/ PLC	Other \$ 10,000.00	Progress
4	2		Implement the new FWISD learning model in all classes.	Admin, Inst. Coaches	Daily	Faculty Mgt/PLC	Other \$ 1,000.00	Closing Gaps
5	1,2		Utilize a mentor (consultant) to support the development of inexperience and new teachers.	Principal	February	Pull-Out	Title I \$ 1,200.00	Tchr/Staff Quality
6	1, 3		Increase AP and TSI student outcomes.	Principal, Teachers, POC	Daily	PLC	Local \$ 1,500.00	Closing Gaps
7	2		Provide the professional development and resources needed for an effective PLC.	Admin	December	Faculty Mgt	Title I \$ 5,000.00	Tchr/Staff Quality
8								
9								
10								
11								
12								
13								
14								
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Oscar Adams

Leadership Director: Steven Johnson

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
--------------------	---

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	For the STAAR Algebra I EOC, 75% of the students will approach grade-level, 40% will meet grade-level, and 12% will master grade-level in cohort 2022.						
	For the English I & II EOC, 60% of students will approaches grade-level, 35% will meet grade-level, and 10% will master grade-level standard.						
	For the Biology EOC, 80% of students will meet the approaches grade-level standard, 40% will meet the grade-level meets standard and 10% percent will master grade-level standard.						
	For US History EOC, 90% of students will approach grade-level standard, 60 percent will meet grade-level, and 33% will master grade-level.						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Coaches and Dept. Chairs	Create common assessment from unpacked TEKS to ensure instruction is aligned to the rigor of the TEKS.	Review data in All in Learning				
2 All In Learning	Track and analyze student outcomes from common assessments to determine reteach or extension opportunities.	Review lesson Plans				
3	Provide professional development to improve Tier I instruction for all contents.	Agendas and PD plan				
4 Inst. Coaches	Implement the new FWISD learning model in all classes.	Class Observations				
5	Utilize a mentor (consultant) to support the development of inexperience and new teachers.	Class Observations				
6 Edgenuity	Increase AP and TSI student outcomes.	Review current data				
7	Provide the professional development and resources needed for an effective PLC.	PLC Observations				
8	Instructional coaches and department chairs will provide coaching and push in instruction	Review Coaching Cycle Schedule				
9						
10						
11						
12						
13						
14						
15						

Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Oscar Adams

Leadership Director: Steven Johnson

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline
	Goal 1	Increase average daily attendance to improve student academic performance.		91%	93%	EOY
	Goal 2	Implement restorative practices to foster a conducive school climate.		669%	600%	EOY
	Goal 3	Increase the percent of English Learners meeting their TELPAS progress measure.		30%	50%	EOY
	Goal 4					EOY

Title I Components	PBMA	Alignment		Expectations				Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	1, 2	CTE	Develop an incentive plan to encourage and increase student ADA.	Attendance Committee	Bi-weekly	PLC		\$ 5,000.00	Achievement
2	1, 2	CTE-SPED	Monitor student attendance and develop a support plan for outliers.	AP, SISC, Counselor, Parent Liaison	Weekly	PLC			Tchr/Staff Quality
3	2, 3	CTE-LEP	Provide on-going professional development to 9th and 10th grade teachers on restorative practices strategies.	Restorative Practice Coordinator	All Year	Pull-Out/ PLC			Tchr/Staff Quality
4	2, 3	CTE-SPED	Utilize restorative practices to enhance staff to student relationships and student to student relationships.	Restorative Practice Coordinator	All Year	Pull-Out/ PLC			Tchr/Staff Quality
5	2, 3	LEP	Develop a monitoring systems to track student progress.	LPAC Chair	All Year				Progress
6	2, 3	LEP	Implement ELPS strategies schoolwide.	ESL Lead Teacher, Admin	All Year	Faculty Mgt			Progress
7									
8									
9									
10									
11									
12									
13									
14									
15									

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Oscar Adams

Leadership Director: Steven Johnson

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
-------------	---	--	--	--	--	--

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Increase average daily attendance to improve student academic performance.	90.5%			93%	-2.5%
	Implement restorative practices to foster a conducive school climate.	669.0%			600%	69.0%
	Increase the percental of English Learners meeting their TELPAS progress measure.				50%	
		TBD	TBD		0%	#VALUE!

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	Attendance committee	1-(Achievement) Develop an incentive plan to encourage and increase student ADA.				
2		Monitor student attendance and develop a support plan for outliers.				
3		Provide on-going professional development to 9th and 10th grade teachers on restorative practices strategies.				
4		Utilize restorative practices to enhance staff to student relationships and student to student relationships.				
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Oscar Adams

Leadership Director: Steven Johnson

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Increase family communication and engagement by creating a monthly newsletter, weekly call out, and hosting a monthly family engagement event.	6%	9%	June
	Goal 2	Percentage of student tested in FitnessGram that have report cards sent home will increase from 80% to 90%.	80%	90%	June
Goal 3 (Optional)					
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations				
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1	CTE-LEP	A monthly newsletter will be sent home to increase parental communication.	Parent Liaison			Title I	\$ 2,000.00	FAMILY
2	CTE	Host monthly parent engagement events	Parent Liaison				\$ 5,000.00	FAMILY
3	SPED	Ensure students receive their FitnessGram report cards.	Parent Liaison				\$ 2,000.00	HEALTH
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								