

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 005 - Dunbar HS, Paul Laurence

Principal: Adams, Oscar

Executive Director: Steven Johnson

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

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.

School Profile

Student Enrollment by Program

Attendance Rate: 89.5
Special Education: 10.7
Dual Language/ESL: 10.1
Gifted and Talented: 6.2

Career and Technology: 82
Percentage of at-risk students: 84.2
Percentage of English Language (EL) students: 10.2
Percentage of economically disadvantage students: 83

2019-2020 Campus Site-Based Committee

Name	Role
Oscar Adams	Principal
Courtney Silmon	Parent
Tempest Williams	Community Representative
Chris Hall	District Employee Relations Council Representative
Paige Stephens	Business Representative
Stephanie Pollard	District Level Staff
RaMona Carter	Campus Non-Teacher Professional
Shundria Riddick	Campus Non-Teacher Professional
Jamal Williams	Other
Jennifer Gray	Business Representative
Robbie Riles	Parent
Gadwin Stewart	Teacher
Angela Batts	Teacher
Candace Isaac	Teacher
Janice Thomas	Teacher

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Dunbar HS, Paul Laurence. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses: Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 55 Domain 2: School Progress 63 Domain 3: Closing The Gaps 39	56 - Improvement Required

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 0
Academic Achievement in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 0	

Campus Assurances and Certification for the 2019-2020 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

No Turnaround Plans

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

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.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	<ol style="list-style-type: none"> There has been an 6 % increase in our Hispanic population of students from the 2018-19 to the 2019-20 school years. Data does not reveal a significant achievement gap between African-American and Hispanic sub-populations in all content area. English I - 4% to 54%; English II - 53% to 53%; Algebra I - 74% to 67%; Biology - 74% to 67%; US History - 92% to 90% 	<ol style="list-style-type: none"> There is a need to increase activities that promote parent involvement for our Hispanic students. Hispanic parents make up less than 3% of our parent involvement. Students average daily attendance was 92% for 2018 -19 school year. There is a significant achievement gap among our special education and ELL populations compared to other sub-populations. ELL students scored 77% to SPED 58% on the US History EOC; 64% to 21% on the Biology EOC; 60% to 43% on the Algebra I EOC. 	<ol style="list-style-type: none"> Increase student achievement on EOC exams, TSI, Advanced Placement exams, SAT, ACT, and the number of students earning a certification by 5% Improve the campus climate to show an 3% increase in attendance while impacting an decrease in student discipline. Due to 24 new staff members, support is needed for new, inexperience or struggling teachers. Utilizing the T-TESS rubric, systems will be used to monitor the growth of this targeted group. Encouraging parent, teacher, and community support by improving effective communication and offering opportunities for engagement.
Student Achievement	<ol style="list-style-type: none"> There 107 students enrolled in Business Information Management classes who took the Microsoft Office certification exam during the 2018-19 school year. There was an increase in enrollment and the number of students successfully completing dual enrollment courses. We had academic increases in 4 out of 5 EOC tested areas. 	<ol style="list-style-type: none"> There was a 36% increase in the number of semester failures (failed 1 or more classes) in comparison to the 17-18 school year. For the past three years, there has been a decline in the number of students enrolled in TCC dual credit courses due to students not passing TSI reading and/or writing. Students earned AP qualifying scores only in AP Spanish and AP Art. 	
School Culture and Climate	<ol style="list-style-type: none"> There are 10 teachers/staff members who are Alumni of the school. The campus has committed to the Restorative Practice (RP) relational effort of the district The campus has instructional coaches who affect the quality of instruction 	<ol style="list-style-type: none"> Due to the increase number of new and inexperience teachers, systems need to be provided that will assist new and struggling teachers. Teachers need additional support and professional development to help them support students in the areas of discipline and attendance. There is a need to increase the level of student participation in organization extracurricular activities. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> We increased from 3 (2018-19) to 5 (2019-20) PLCs in core content areas due to the 8 periods schedule and the addition of instructional coaches. Instructional coaches assisted with helping teachers grow in in the areas of instruction and classroom management. 	<ol style="list-style-type: none"> There is still a need to improve instructional practices in the classroom. There was a decrease from last school year in the number of professional development opportunities held on campus. This school year (2018-19) one profession development opportunity was held after school in comparison to six sessions during the 2017-18 school year. There is a need for support that will facilitate teacher growth. 	

Curriculum, Instruction, and Assessment	1.	We now have instructional coaches who are able to go into classrooms to assist with instruction and strategies.	1.	Teachers need a curriculum that is aligned to state standards.
	2.	With the help of our instructional coaches, teachers are able to observe other teachers and receive coaching during their PLCs.	2.	Professional development is needed to support teacher growth in the areas of content, student engagement, and instructional practices.
	3.	Teachers used weekly formative assessments and data tracking systems to guide instruction.	3.	Resources are needed for reteaching and tracking data for high frequency low performing SEs. Data analysis is needed to support, track, and monitor all sub-populations.
Family and Community Involvement	1.	Dunbar has a parenting center that provides resources to parents and facilitates communication between school and home.	1.	Need for parents and staff to attend students' events so that students feel supported.
	2.	Effective supports of the Dads of Dunbar, Alumni Association and Booster Club.	2.	Opportunities needed for parents to engage and support their students.
	3.	Corporate partnerships with Fidelity Investments, Bell Helicopter, and Leadership ISD help to build a sense of community.	3.	Students need exposure to businesses and organizations inside and outside the community.
School Context and Organization	1.	Active SBDM that meets monthly to provide suggestions and ideas on ways to improve the organization as a whole.	1.	Need to increase effective feedback to students about their performance on district and campus assessments.
	2.	Strong student leadership as well as student leaders.	2.	Teachers and community need to support clubs and organizations.
	3.		3.	There is a need for more student voice.

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 005 - Dunbar HS, Paul Laurence

Principal: Adams, Oscar

Executive Director: Steven Johnson

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline	
	College and Career Readiness - Percent of graduates who have met the criteria for CCMR indicator, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.			62.10		68	
	The percent of students performing at the approaches, meets, and masters level on the Algebra I EOC will increase from the 2018-19 school year to the 2019-20 school year.	73	41	20		EOY	
	The percent of students performing at the approaches, meets, and masters level on the English I EOC will increase from the 2018-19 school year to the 2019-20 school year.	55	32	6		EOY	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Increase the percent of graduates meeting TSI standards in Reading and Math by 30% Increase the percent of graduates completing a CTE coherent sequence 10%	Students will utilize Edgenuity for test prep. Students will have opportunities to practice before taking the TSI Reading and Math test Students will participate in earning a certification in CTE Teacher professional development	Instructional Leadership	5/30/2020	Local (Basic Allotment)	5,000	On Target	
2 CTE	Use technology to engage students in CTE programs	Purchase technology and supplies for CTE program	Instructional Leadership	5/30/2020	CTE	12,464	On Target	
3 Title I	Increase the number of students who receive a two and three on their essay by 15%	Teachers will attend trainings focused on teaching writing. Teachers will monitor students' writing performance through writing conferences that will reflect student growth progress	Teacher(s)	5/30/2020	Title I	5,183	On Target	
4 SPED	Improve student performance on high leverage SEs.	Teachers will utilize Lead4ward to identify high leverage while monitoring and tracking student performance through common and formative assessments. Teachers will track mastery. Teachers will utilize various instructional strategies to re-teach. Through daily PLCs teachers will have discuss best practices, create lessons, and analyze data to ensure effective Tier 1 instruction	Teacher(s)	5/30/2020	Local (Basic Allotment)	10,000	On Target	
5 Title I	New Teacher Support Advisor will support new, inexperienced, and struggling teachers, increase retention and increase the number of new staff demonstrating proficiency on T-TESS .	Facilitate a new teacher induction program. Identify professional learning opportunities to enhance professional growth. Proform classroom observations and provide feedback. Implement instructional strategies in PLC meetings. Establish a trusted and confidential relationship with new teachers.	Other	5/29/2020	Title I	48,000	On Target	
6 Title I	Provide supplemental supplies for low socio-economic students.	Purchase supplies for instruction.	Instructional Leadership	5/29/2020	Title I	16,000	On Target	

7	SPED	Campus leaders will review and track data to monitor student progress	Schedule meetings after relevant assessment to disaggregate and discuss reteach, instruction, and professional development.	Teacher(s)	5/30/2020	Special Education	8,930	On Target	
8	Title I	Use data to make decisions about instruction, planning, and professional development	Campus leaders meet after each relevant assessment to disaggregate and discuss data	Instructional Leadership	5/30/2020	SCE	4,166	On Target	
9	SPED	Use a technology based supplement program for grade level interventions	Implementation of All in Learning in all tested content areas for formative assessments	Assistant Principal	5/30/2020	Local (Basic Allotment)	10,000	On Target	
10	CTE	Use data to make decisions about instruction, planning and professional development	Teachers will participate in professional development and conferences in the area of CTE	Instructional Leadership	5/30/2020	CTE	5,000	Not Started	
11	Title I	Develop campus instructional leaders with clear roles and responsibilities	Campus instructional leaders meet regularly to focus on students progress and teacher growth	Instructional Leadership	5/30/2020	Gifted & Talented	571	Not Started	
12	LEP	Use data to make decisions about instruction, planning and professional development	Teachers will participate in EL professional development	Instructional Leadership	5/30/2020	Bilingual	783	On Target	
13									
14									
15									

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: Based on trend data and testing data from 2018-19 school year, student performance has been steadily increasing on EOC. Sub-populations have also continued to show improvement over time.

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 005 - Dunbar HS, Paul Laurence

Principal: Adams, Oscar

Executive Director: Steven Johnson

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students at grade level or above in Reading will increase from	25	33

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Improve student performance on high leverage SEs.	Reading classes aligned to support and reinforce students' performance EOC tests Teachers will use Lead4ward and previous test data to identify high leverage SEs to create effective tier 1 instruction and improve student outcomes.	Instructional Leadership	5/30/2020	Other	100,000	On Target	
2 SPED	Instructional support for data and assessment used for campus needs	Data Analyst position approved for Dunbar High school	Principal	5/30/2020	Title I	57,824	On Target	
3 LEP	Implement school wide in writing scores	Writing PD for ELA teachers	Instructional Leadership	5/30/2020	Title I	5,183	On Target	
4 SPED	Use Achieve 300 to intervene in student achievement in Reading	Teachers will use Achieve 3000 to improve student lexile scores by 200 points	Assistant Principal	5/30/2020	Local (Basic Allotment)	5,000	On Target	
5 SPED	Use MAP growth and Skills to intervene in student achievement in Math	Math teachers will implement MAP program to monitor and improve student performance in Algebra.	Assistant Principal	5/30/2020	Local (Basic Allotment)	5,000	On Target	
6 LEP	Instructional support of data and assessment used for campus needs	LPAC students receive additional support for success on STAAR exam	Assistant Principal	5/30/2020	SCE	5,000	On Target	
7 SPED	Teachers will use the lesson cycle model to create lesson that are aligned to standards	Teachers will participate in professional development conferences in the areas of lesson planning, standards alignment, and formative assessment	Teacher(s)	5/30/2020	Local (Basic Allotment)	10,000	On Target	
8 Title I	Dunbar will implement AVID school wide to improve and support rigor note taking strategies	AVID strategies will be implemented across all content areas (Cornell Notes)	Instructional Leadership	5/30/2020	Local (Basic Allotment)	7,721	On Target	
9 Title I	Teachers will identify students that require intervention in weekly PLC	Provide after school tutoring for identified students	Teacher(s)	5/30/2020	Title I	15,000	On Target	
10 Title I	Mission, Vision align for a environment of high expectations	Mission and vision posted in all classrooms, outdoor banners, throughout the school and social media. Promotional Materials with the mission and vision clearly branded	Principal	5/30/2020	Title I	8,000	On Target	
11								
12								
13								
14								
15								

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: Based on trend data, the percent of students at or above grade level in reading has shown an increase each year. 2017-18 was 21%, 2018-19 was 25%, which leads us to come to our target for the 2019-20 school year of 33%

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

14								
15								

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: Review of the parent portal monthly reports, cycle data, and promotional material provided for by the campus wellness coordinator, shows that there is need for additional growth and decline in these areas.

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

