

Fort Worth Independent School District

005 P.L Dunbar High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	13
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	14
Goal 2: Early Math 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.	17
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	19
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	23
Plan Notes	28
Site-Based Decision Making Committee	29
Campus Funding Summary	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Paul Laurence Dunbar High School is a Title I campus serving 900 students in grades 9-12. The campus student demographics are: African American 66.1%, Hispanic 30.4%, White 1.3%, American Indian 0.3%, and Two or more races 1.8%. Males comprise 50.6% of the student population and females 49.4%. According to the school report card Dunbar High School has a 26.3% mobility rate.

Paul Laurence Dunbar High School students are: 87.9% Economically Disadvantaged, 16.6% English Language Learners , 11.8% Special Education

Paul Laurence Dunbar High School staff is comprised of 102.6 professionals. This includes 4% school administrators, 67.6% full-time teachers, 25.1% 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.

For the 2017-2018 school year the daily average attendance was 90.8%.

For the 2018-2019 school year the daily average attendance was 91.5%.

For the 2019-2020 school year the daily average attendance was 92.6%

Due to COVID-19 restrictions and most students attending school virtually the daily average attendance has fallen to 88.6%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): On the 2020-21 panoramic teacher survey, only 50% of teachers indicated they can help the most difficult students learn. **Root Cause:** Teachers have not recently received professional development on providing interventions to support students with challenging characteristics.

Student Learning

Student Learning Summary

According to the 2019-2020 Texas Academic Performance Report, Paul Laurence Dunbar High School students showed progress in the core content subject areas.

2019 English I: 41% Approaches, 17% Meets, 2% Masters

2019 English II: 48% Approaches, 25% Meets, 1% Masters

2019 Algebra I: 66% Approaches, 33% Meets, 12% Masters

2019 Biology: 69% Approaches, 29% Meets, 5% Masters

2019 U.S. History: 89% Approaches, 56% Meets, 18% Masters

57% of Dunbar High School students performed successfully on the STAAR. 72% of Dunbar High School students met College, Career, and Military Readiness standards. 55% of Dunbar High School students graduated in 4-5 years.

Student Learning Strengths

According to the 2019-2020 Texas Academic Performance Report, Paul Laurence Dunbar High School students showed progress from the 2018 to 2019 in the core content subject areas.

(2019 English I): 41% Approaches, 23% Meets, 2% Masters, (2018 English I): 41% Approaches, 17% Meets, 0% Masters

(2019 English II): 48% Approaches, 25% Meets, 1% Masters, (2018 English II): 43% Approaches, 24% Meets, 1% Masters

(2019 Algebra I): 66% Approaches, 33% Meets, 12% Masters, (2018 Algebra I): 65% Approaches, 29% Meets, 9% Masters

(2019 Biology): 69% Approaches, 29% Meets, 5% Masters, (2018 Biology): 73% Approaches, 32% Meets, 6% Masters

(2019 U.S. History): 89% Approaches, 56% Meets, 18% Masters, (2018 U.S. History): 87% Approaches, 47% Meets, 22% Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The 2021-21 English I EOC benchmark scores were 9% points lower than the FWISD District average in both the Approaches and Meets

category. **Root Cause:** Teachers need to be equipped with additional interventions to support students who are not reading and writing on grade-level.

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 a Google Classroom website and post/record each lesson, projects and classroom activities. Teachers instruct virtual and in-person students asynchronously and synchronously.

School Processes & Programs Strengths

All students at Paul Laurence Dunbar High School have been issued a chromebook 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 LanAir. New classrooms come equipped with a promethean board and television.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The 20-21 CIP Companion guide revealed 69% of grade 12 students did not attain at least one CCMR indicator. **Root Cause:** Only a small percentage of students received a qualifying score on AP exams, earned an industry certification, or were scheduled in a college preparatory course.

Perceptions

Perceptions Summary

Students daily attendance rate has fallen from 92.6% in 2020 to 88.6% in 2021. This 4% drop in student attendance can be attributed to the COVID-19 pandemic, and technology issues experienced by virtual students.

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:

- 83% of teachers responded that Dunbar High School is an inviting work environment.
- 90% of teachers responded that they are comfortable discussing race related topics with their students.
- 86% of teachers responded that they find it easy interacting with students from a different cultural background.

From the Panorama Survey students indicated the following:

- 82% of students responded that Dunbar High School staff treat students fairly from different races, ethnicities, and cultures.
- 93% of students responded that teachers are respectful towards students.
- 79% of students responded that they have a teacher or other adult at school who they can count on to help them, no matter what.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the 2020-21 Panorama Student SEL survey, 575 students responded that they 'mattered a little bit' or 'not at all' under the category, Sense of Belonging. **Root Cause:** Due to the pandemic, there is a lack of connectivity between students to student, student to campus staff, and reduced opportunities for social-emotional learning.

Priority Problem Statements

Problem Statement 1: On the 2020-21 panoramic teacher survey, only 50% of teachers indicated they can help the most difficult students learn.

Root Cause 1: Teachers have not recently received professional development on providing interventions to support students with challenging characteristics.

Problem Statement 1 Areas: Demographics

Problem Statement 3: The 2021-21 English I EOC benchmark scores were 9% points lower than the FWISD District average in both the Approaches and Meets category.

Root Cause 3: Teachers need to be equipped with additional interventions to support students who are not reading and writing on grade-level.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The 20-21 CIP Companion guide revealed 69% of grade 12 students did not attain at least one CCMR indicator.

Root Cause 4: Only a small percentage of students received a qualifying score on AP exams, earned an industry certification, or were scheduled in a college preparatory course.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: According to the 2020-21 Panorama Student SEL survey, 575 students responded that they 'mattered a little bit' or 'not at all' under the category, Sense of Belonging.

Root Cause 5: Due to the pandemic, there is a lack of connectivity between students to student, student to campus staff, and reduced opportunities for social-emotional learning.

Problem Statement 5 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
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

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 Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement 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
- 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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS 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

Goals

Goal 1: Early Literacy





Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

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 2022.

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 2022.

Evaluation Data Sources: PSAT Test

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and students utilize the SAT test prep course on Khan Academy to prepare for the PSAT exam taken during 10th grade year. ELAR Teachers utilize AVID critical reading strategies.</p> <p>Strategy's Expected Result/Impact: Improve success rate of Dunbar High School's 9th and 10th graders on the reading section of the PSAT. Students will gain a better understanding of the content and format of the exam which can decrease test anxiety and increase scores. Students will gain tricks to use on the PSAT to help them decode the text and questions. PSAT reading data will demonstrate a 10% increase in student performance.</p> <p>Staff Responsible for Monitoring: School Administration, Teachers, and Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
				➔
Strategy 2 Details	Reviews			
<p>Strategy 2: Intensive remediation/tutorials afterschool and Saturday School for Tier 2 and Tier 3 identified students.</p> <p>Strategy's Expected Result/Impact: Increase students present level of performance as they work towards grade level standards.</p> <p>Staff Responsible for Monitoring: School Administration, Instructional Coaches, and Teachers</p> <p>Funding Sources: Extra Duty Pay - Title I (211) - 211-11-6116-04N-005-30-510-000000-22F10 - \$6,140</p>	Formative			Summative
	Nov	Jan	Mar	June
				➔
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 36.7% to 42% by May 2022.

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 31% to 38% by May 2022.

Evaluation Data Sources: STAAR English I EOC

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of lessons will be aligned to content grade-level standards and 100% of core teachers will receive feedback on lesson plans.</p> <p>Strategy's Expected Result/Impact: By ensuring lesson are aligned to the standard and teachers adequately plan differentiated instruction, 42% of first time tester will score at the meets level on the STAAR English I EOC.</p> <p>Staff Responsible for Monitoring: School Administration, Teachers, and Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				→
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize supplemental educational materials (document cameras, poster printers, laptops) to increase student engagement and improve the quality of classroom instruction.</p> <p>Strategy's Expected Result/Impact: EOY testing data will document increased student educational outcomes on EOC and Benchmark exams.</p> <p>Staff Responsible for Monitoring: School Administration, Instructional Coaches, and Teachers</p> <p>Funding Sources: Technology under \$5,000 - Title I (211) - 211-11-6396-04N-005-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				→
Strategy 3 Details	Reviews			
<p>Strategy 3: Dunbar High School will provide supplement educational supplies (reading materials, duplicating paper, pencils, pens, visual aids, paper, ink, postage and office supplies).</p> <p>Strategy's Expected Result/Impact: Needed educational resources to improve student outcomes and</p>	Formative			Summative
	Nov	Jan	Mar	June

experiences.

Staff Responsible for Monitoring: School Administration

Funding Sources: Supplies and Materials - Title I (211) - 211-11-6399-04N-005-30-510-000000-22F10 - \$23,822



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The 2021-21 English I EOC benchmark scores were 9% points lower than the FWISD District average in both the Approaches and Meets category. **Root Cause:** Teachers need to be equipped with additional interventions to support students who are not reading and writing on grade-level.

Goal 1: Early Literacy







Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

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 2022.

Increase the percentage of ELL students on our campus (gender, race, program, other) from 10% to 15% by May 2022.

Evaluation Data Sources: STAAR English II EOC

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of lessons will be aligned to content grade-level standards and 100% of core teachers will receive feedback on lesson plans.</p> <p>Strategy's Expected Result/Impact: By ensuring lesson are aligned to the standard and teachers adequately plan differentiated instruction, 50% of first time tester will score at the meets level on the STAAR English II EOC.</p> <p>Staff Responsible for Monitoring: School Administration, Teachers, and Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Dunbar High School will recruit, hire, and train teachers who hold certification in English and Math to serve as tutors.</p> <p>Strategy's Expected Result/Impact: Tutors will provide intensive remediation for at-risk students and those who performed unsuccessfully on the EOC.</p> <p>Staff Responsible for Monitoring: School Administration, and Instructional Coaches</p> <p>Funding Sources: Tutors - SCE (199 PIC 24) - 199-13-6117-001-005-24-243-000000- - \$10,186</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Early Math







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.

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 2022.

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 2022.

Evaluation Data Sources: PSAT test
 Benchmarks
 Unit Exams

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students use Khan Academy as part of the academic curriculum in Algebra I and Algebra II courses. Algebra I and II teachers will utilize PSAT formatted questions for bell ringers and or ticket out the door assignments. Content Super Saturdays that include fun encouraging activities to drive attendance</p> <p>Strategy's Expected Result/Impact: Students will gain a better understanding of the content and format of the exam which can decrease test anxiety and increase scores. PSAT math data will demonstrate a 10% increase in student performance.</p> <p>Staff Responsible for Monitoring: School Administration, Post Secondary Specialist, Teachers, and Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of lessons will be aligned to content grade-level standards and 100% of core teachers will receive feedback on lesson plans.</p> <p>Strategy's Expected Result/Impact: By ensuring lesson are aligned to the standard and teachers adequately plan differentiated instruction, EOY data will document student improvement on the PSAT math section.</p> <p>Staff Responsible for Monitoring: School Administration, Teachers, and Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 2: Early Math

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.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 44.2% to 48% by May 2022. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 33.3% to 37% by May 2022.

Evaluation Data Sources: STAAR Algebra I EOC

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 85% of lessons and student work observed are aligned to the appropriate level of rigor of standard. (DG1-3 and PO)</p> <p>Strategy's Expected Result/Impact: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 44.2% to 48% by May 2022.</p> <p>Staff Responsible for Monitoring: School Administration, Teachers, and Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Title I Funds to allocate position for Data Analyst</p> <p>Strategy's Expected Result/Impact: Utilize staff personnel to provide professional development and assist teachers with analyzing and interpreting data to make data-driven decisions to increase student achievement and growth.</p> <p>Staff Responsible for Monitoring: School Administration, Data Analyst</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-005-30-510-000000-22F10 - \$79,611</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 30.7% to 37% by May 2022. 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 25.3% to 32% by May 2022.

Evaluation Data Sources: TSI Exams
AP Exams
CTE Exams

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers utilize the Texas College Bridge courses with the Level 4 Math and English courses. Students start taking the TSI exam after they have completed the Algebra II course.</p> <p>Strategy's Expected Result/Impact: Students will be able to acquire essential college readiness in Math and ELAR. Completion of the course will qualify as TSI/CCMR met in both subjects. Exposure to the test while the information is fresh on their mind can produce better performance and results on the exam. Grade 12 students CCMR indicator will increase by 7%.</p> <p>Staff Responsible for Monitoring: School Administration, Post Secondary Specialist, Teachers, and Instructional Coaches</p> <p>Funding Sources: Title I Teacher - Title I (211) - 211-11-6119-04N-005-30-510-000000-22F10 - \$58,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				➔
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of lessons will be aligned to content grade-level standards and 100% of core teachers will receive feedback on lesson plans.</p> <p>Strategy's Expected Result/Impact: By ensuring lesson are aligned to the standard and teachers adequately plan differentiated instruction, EOY data will document an increase in Grade 12 students earning at least one CCMR indicator.</p> <p>Staff Responsible for Monitoring: School Administration, Teachers, and Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
				➔
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: CCMR







Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 6.9% to 11% by May 2022. A

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 5.7% to 10% by May 2022.

Evaluation Data Sources: Attendance data
Academic Transcripts

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The Freshman Success Initiative will monitor student progress and proactively intervene when students show early signs of attendance, behavior, or academic problems. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. Engage students by offering programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.</p> <p>Strategy's Expected Result/Impact: The percentage of Grade 9 students on track will increase by 5%.</p> <p>Staff Responsible for Monitoring: School Administration, Freshman Success Initiative Team, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The New Teacher Support Advisor will mentor inexperienced and struggling teachers to increase teacher retention and student engagement in the classroom.</p> <p>Strategy's Expected Result/Impact: Inexperienced teachers will learn how to implement the following: Effective classroom engagement Classroom management strategies Curriculum framework Positive teacher student relationships Improve school to home communications.</p> <p>Staff Responsible for Monitoring: School Administration, New Teacher Support Advisor</p> <p>Funding Sources: Contracted Professional Development - Title I (211) - 211-13-6299-04N-005-30-510-000000-22F10 - \$14,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: CCMR







Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 8.9% to 15% by May 2022.

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 7.3% to 15% by May 2022.

Evaluation Data Sources: Benchmark Data
Unit Test
Algebra I EOC

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: EOY data will demonstrate a 7% increase in student's completion of the Algebra I course.</p> <p>Staff Responsible for Monitoring: School Administration, Teachers, Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of lessons will be aligned to content grade-level standards and 100% of core teachers will receive feedback on lesson plans.</p> <p>Strategy's Expected Result/Impact: By ensuring lesson are aligned to the standard and teachers adequately plan differentiated instruction, EOY data will document an increase in the number of students who successfully complete Algebra I by the end of Grade 9.</p> <p>Staff Responsible for Monitoring: School Administration, Teachers, and Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: The 2021-21 English I EOC benchmark scores were 9% points lower than the FWISD District average in both the Approaches and Meets category. Root Cause: Teachers need to be equipped with additional interventions to support students who are not reading and writing on grade-level.</p>

Goal 3: CCMR







Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

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 2022.

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 2022.

Evaluation Data Sources: SAT Exams
ACT Exams

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students regularly engage with Khan Academy to build the necessary skills for the SAT/ACT exams. Students take a practice exam, before the test, to get familiar with the format and content.</p> <p>Strategy's Expected Result/Impact: Students will gain a better understanding of the content and format of the exam which can decrease test anxiety and increase scores. EOY data will demonstrate an 8% increase in student's who meet SAT/ACT criteria for CCMR.</p> <p>Staff Responsible for Monitoring: School Administration, and Post Secondary Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of lessons will be aligned to content grade-level standards and 100% of core teachers will receive feedback on lesson plans.</p> <p>Strategy's Expected Result/Impact: By ensuring lesson are aligned to the standard and teachers adequately plan differentiated instruction, EOY data will document an increase in Grade 11 and 12 students successfully meeting SAT/ACT criteria for CCMR.</p> <p>Staff Responsible for Monitoring: School Administration, Teachers, and Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Learning Environment (based on the BOE constraints)







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

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 37% to 15% by May 2022.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38.3% to 15% by May 2022.

Evaluation Data Sources: Attendance Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide an attendance incentive every marking period and semester for attendance that is 90% and above. Make home visits to those students showing absent two-three days for the week. Meet with students and parents whose attendance falls 75% and below and create an attendance plan. Provide parents with attendance videos via the school's web site to educate them on the attendance policies. Provide grade level meetings to discuss attendance policies and grade level attendance data. During PLC, strategize ways to make instruction inviting and implement teacher-student relation building strategies.</p> <p>Strategy's Expected Result/Impact: EOY attendance data will demonstrate a 22% decrease in chronically absent students.</p> <p>Staff Responsible for Monitoring: School Administration, Attendance Clerk, and Stay In School Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Dunbar HS in collaboration with UMOJA will provide support for at-risk students. UMOJA staff will make home visits to students with poor attendance and unsatisfactory academic performance.</p> <p>Strategy's Expected Result/Impact: EOY the data will reflect an increase in the daily attendance rate and student's overall academic performance.</p> <p>Staff Responsible for Monitoring: School Administration, UMOJA Staff, Attendance Clerk, and Stay In School Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Learning Environment (based on the BOE constraints)

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






Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 29% to 50% by May 2022.

Increase the positive response by African American students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 50% by May 2022.

Evaluation Data Sources: Panorama SEL Survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Create meaningful parent involvement, keeping the lines of home to school communication open. Celebrate student's personal achievements and positive behavior. Establish school-wide norms that focus on building positive student values. Broadening the range of consistent discipline methods. Assist students to develop social skills that prepare them for their future. Create rituals and traditions that are fun for students and teachers. Encourage teachers to try innovative teaching methods to include the use of technology.</p> <p>Strategy's Expected Result/Impact: Panorama SEL Survey data will demonstrate that students feel valued, respected, and have a sense of belonging.</p> <p>Staff Responsible for Monitoring: School Administration, Teachers, Instructional Coaches, and School Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
				→
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will attend in state and out of state professional development to improve Tier I instruction and bring back knowledge of research proven best practices to improve: The quality of instruction Student engagement Classroom management Positive culture and climate Effective communication with parents and stakeholders</p> <p>Strategy's Expected Result/Impact: EOY data will reflect an increase in student's attendance, the overall academic progress of all students, and an increase in school moral.</p> <p>Staff Responsible for Monitoring: School Administration, Instructional Coaches, and Teachers</p> <p>Funding Sources: Subs for professional development - Title I (211) - 211-11-6112-0PD-005-30-510-000000-22F10 - \$10,000, Travel for Teachers - Title I (211) - 211-13-6499-04N-005-30-510-000000-22F10 - \$11,034</p>	Formative			Summative
	Nov	Jan	Mar	June
				→

Strategy 3 Details	Reviews			
<p>Strategy 3: Principals and Assistant Principals will attend in state and out of state professional development to improve Tier I instruction and bring back knowledge of research proven best practices to improve: The quality of instruction Student engagement Classroom management Positive culture and climate Effective communication with parents and stakeholders</p> <p>Strategy's Expected Result/Impact: EOY data will reflect an increase in student's attendance, the overall academic progress of all students, and an increase in school moral.</p> <p>Staff Responsible for Monitoring: School Administration, Instructional Coaches, and Teachers</p> <p>Funding Sources: Travel for School Administration - Title I (211) - 211-23-6499-04N-005-30-510-000000-22F10 - \$5,183</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 588 to 400 by May 2022.

Evaluation Data Sources: Discipline Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Usage of the School Intervention Specialist to settle verbal disputes to de-escalate. School administrators will seek to diffuse possible aggressive situations by using restorative practices. Classroom teachers will utilize classroom management best practices and keep parents informed of classroom behaviors/disruptions. Parent Liaison will schedule in-person and virtual parent conference meetings.</p> <p>Strategy's Expected Result/Impact: Students will not lose instructional time due to in and out of school suspensions. In and out of school suspension will drop to 400.</p> <p>Staff Responsible for Monitoring: School Administration, School Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Dunbar HS in collaboration with UMOJA will provide support for at-risk students. UMOJA staff will make home visits to students with poor attendance and unsatisfactory academic performance.</p> <p>Strategy's Expected Result/Impact: EOY the data will reflect an increase in the daily attendance rate and student's overall academic performance.</p> <p>Staff Responsible for Monitoring: School Administration, UMOJA Staff, Attendance Clerk, and Stay In School Coordinator</p> <p>Funding Sources: Contracted Professional Development - Title I (211) - 211-13-6299-04N-005-30-510-000000-22F10 - \$32,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 72% to 80% by May 2022. Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 72% to 80% by May 2022.

Evaluation Data Sources: FWISD Parent Survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The Parent Liaison will establish a Parent University that shows parents how to track their student's grades, attendance, and discipline referrals.</p> <p>Strategy's Expected Result/Impact: Parent's interaction with the school will be positive and increase parent usage of Parent Portal to stay abreast of their student's progress. The number of Dunbar High School parents enrolled in Parent Portal will increase from 511 to 661.</p> <p>Staff Responsible for Monitoring: School Administration, Parent Liaison, and School Interventionist</p> <p>Funding Sources: Family Engagement Specialist - Title I (211) - 211-61-6129-04L-005-30-510-000000-22F10 - \$24,600, Snacks for Parents to promote participation - Title I (211) - 211-61-6499-04L-005-30-510-000000-22F10 - \$4,967</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Plan Notes

Update plan to show last years data and the expected growth for this year. How will you ensure that all students go to tutoring? Ensure strategies are things you can control throughout the school day.

Site-Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	ANGELA Batts	Freshman Success Coach
Classroom Teacher	CANDICE ISAAC	TEACHER
Professional Non-Teaching Staff	RAMONA CARTER	PROFESSIONAL NON-TEACHING STAFF
Community Representative	RICHARD OWENS	COMMUNITY REPRESENTATIVE
Business Representative 1	Paige Stephens	Business Representative
Business Representative 2	Gary Hampton	Business Representative
District-level Professional	BOBBI LEVINE	DISTRICT LEVEL STAFF
Administrator	CLAIRE ANDERSON	ASSISTANT PRINCIPAL
Professional District-Level Staff	Christopher Hall	DERC Member
Parent 1	Cheryl Chapele Combs	Parent
Parent 2	Deshauna Robinson	Parent
Community Representative 1	AJ Jones	Community Representative
Administrator	JUSTIN EDWARDS	PRINCIPAL
Community Representative 1	Meshawn Henderson	Community Representative
Business Representative	Latrice Jones	Business Representative

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	2	Extra Duty Pay	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-005-30-510-000000-22F10	\$6,140.00
1	2	2	Technology under \$5,000	Technology for instructional use	211-11-6396-04N-005-30-510-000000-22F10	\$5,000.00
1	2	3	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04N-005-30-510-000000-22F10	\$23,822.00
2	2	2	Data Analyst	Data Analyst	211-13-6119-04N-005-30-510-000000-22F10	\$79,611.00
3	1	1	Title I Teacher	Title I Teacher	211-11-6119-04N-005-30-510-000000-22F10	\$58,000.00
3	2	2	Contracted Professional Development	Contracted professional development	211-13-6299-04N-005-30-510-000000-22F10	\$14,000.00
4	2	2	Subs for professional development	Subs for professional development	211-11-6112-0PD-005-30-510-000000-22F10	\$10,000.00
4	2	2	Travel for Teachers	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-005-30-510-000000-22F10	\$11,034.00
4	2	3	Travel for School Administration	Virtual registration for Principal and Assistant Principal (PD)	211-23-6499-04N-005-30-510-000000-22F10	\$5,183.00
4	3	2	Contracted Professional Development	Contracted professional development	211-13-6299-04N-005-30-510-000000-22F10	\$32,000.00
4	4	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-005-30-510-000000-22F10	\$24,600.00
4	4	1	Snacks for Parents to promote participation	Snacks for parents to promote participation	211-61-6499-04L-005-30-510-000000-22F10	\$4,967.00
Sub-Total						\$274,357.00
Budgeted Fund Source Amount						\$274,357.00
+/- Difference						\$0.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	2	Tutors	Tutors with degree or certified	199-13-6117-001-005-24-243-000000-	\$10,186.00
Sub-Total						\$10,186.00
Budgeted Fund Source Amount						\$10,186.00
+/- Difference						\$0.00
Grand Total						\$284,543.00