

**Fort Worth Independent School District**  
**005 P.L Dunbar High School**  
**2022-2023 Campus 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

Revised/Approved: August 15, 2022

## Demographics

### Demographics Summary

Paul Laurence Dunbar High School is a Title I campus serving 882 students in grades 9-12 according to Fort Worth ISD Focus. The campus student demographics are: African American (580) 66%, (302) Hispanic 34%, Males comprise 50% of the student population and females 50%. 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.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** On the 2021-2022 Panoramic teacher survey, only 37% of campus teachers reported a knowledge about finding resources for working with students who have unique learning needs. **Root Cause:** Administration did not strategically plan for professional development opportunities to equip teachers in finding resources for working with students who have unique learning needs.

**Problem Statement 2 (Prioritized):** On the 2021-2022 Panorama teacher survey, only 41% of campus teachers felt they could change their teaching style to meet the learning needs of students. **Root Cause:** Administration did not strategically plan for professional development opportunities to equip teachers with the teaching strategies and how to scaffold to meet the learning needs of all students.

# 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.

According to the 2021-2022 Texas Academic Performance Report, Paul Laurence Dunbar High School students showed progress in the core content subject areas.

2022 English I: 30% Approaches, 14% Meets, 0% Masters

2022 English II: 50% Approaches, 35% Meets, 2% Masters

2022 Algebra I: 36% Approaches, 7% Meets, 2% Masters

2022 Biology: 64% Approaches, 20% Meets, 1% Masters

2022 U.S. History: 80% Approaches, 49% Meets, 22% Masters

## Student Learning Strengths

According to the 2021-2022 Texas Academic Performance Report, Paul Laurence Dunbar High School students showed progress from the 2021 to 2022 in the core content subject areas.

(2022 English I): 30% Approaches, 14% Meets, 0% Masters, (2021 English I): 27% Approaches, 14% Meets, 3% Masters

(2022 English II): 50% Approaches, 35% Meets, 2% Masters, (2021 English II): 36% Approaches, 21% Meets, 2% Masters

(2022 Algebra I): 36% Approaches, 7% Meets, 2% Masters, (2021 Algebra I): 21% Approaches, 5% Meets, 1% Masters

(2022 Biology): 64% Approaches, 20% Meets, 1% Masters, (2021 Biology): 51% Approaches, 20% Meets, 5% Masters

(2022 U.S. History): 80% Approaches, 49% Meets, 22% Masters, (2021 U.S. History): 67% Approaches, 41% Meets, 17% Masters

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The 2021-2022 Fall English 1 EOC benchmark scores was 26%, which was 22% lower than the district average of 48% 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 who are not reading and writing on grade-level.

**Problem Statement 2 (Prioritized):** The 2021-2022 Algebra 1 EOC score was 28% at the Approaches level, which was 38% lower than the previous Algebra 1 EOC score. **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 3 (Prioritized):** The 2021 TAPR Report indicates that the SAT score in all subjects was 829, which was 96 points lower than the district average of 925. PSAT results in all subjects for 10th grade students was stagnant from 2020 (747) to 2021 (745). **Root Cause:** Dunbar High School faculty and staff did not strategically plan to embed SAT formatted questions into bell ringers, daily instruction, or exit tickets.

# 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 will receive Macbook Air laptops 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 2021-2022 ADQ data , 56% of grade 12 students did not attain at least one CCMR indicator. **Root Cause:** TSIA and ACT exam preparation was not made a priority for teachers by administration.

**Problem Statement 2 (Prioritized):** Dunbar's campus Average Daily Attendance for the first semester of the 21-22 school year was 89% which is below the state average of 90%. **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):** From August to April between 19/20 and 20/21 school year there was an year over year increase of 35% in discipline referrals from 875 to 1184 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 their relationships with friends, family, and adults at school.
- 64% of students responded that the school is diverse, integrated and fair for races, ethnicities, and cultures.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** On the 2021-2022 Panoramic Survey, 20% of students felt connected to the adults on campus. **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):** 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.



# Priority Problem Statements

**Problem Statement 1:** On the 2021-2022 Panoramic teacher survey, only 37% of campus teachers reported a knowledge about finding resources for working with students who have unique learning needs.

**Root Cause 1:** Administration did not strategically plan for professional development opportunities to equip teachers in finding resources for working with students who have unique learning needs.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 4:** The 2021-2022 Fall English 1 EOC benchmark scores was 26%, which was 22% lower than the district average of 48% in the Approaches Category.

**Root Cause 4:** Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students who are not reading and writing on grade-level.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 3:** According to 2021-2022 ADQ data , 56% of grade 12 students did not attain at least one CCMR indicator.

**Root Cause 3:** TSIA and ACT exam preparation was not made a priority for teachers by administration.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 2:** On the 2021-2022 Panoramic Survey, 20% of students felt connected to the adults on campus.

**Root Cause 2:** 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 Areas:** Perceptions

**Problem Statement 9:** On the 2021-2022 Panorama teacher survey, only 41% of campus teachers felt they could change their teaching style to meet the learning needs of students.

**Root Cause 9:** Administration did not strategically plan for professional development opportunities to equip teachers with the teaching strategies and how to scaffold to meet the learning needs of all students.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 5:** The 2021-2022 Algebra 1 EOC score was 28% at the Approaches level, which was 38% lower than the previous Algebra 1 EOC score.

**Root Cause 5:** 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 5 Areas:** Student Learning

**Problem Statement 7:** Dunbar's campus Average Daily Attendance for the first semester of the 21-22 school year was 89% which is below the state average of 90%.

**Root Cause 7:** 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 7 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 6:** The 2021 TAPR Report indicates that the SAT score in all subjects was 829, which was 96 points lower than the district average of 925. PSAT results in all subjects for 10th grade students was stagnant from 2020 (747) to 2021 (745).

**Root Cause 6:** Dunbar High School faculty and staff did not strategically plan to embed SAT formatted questions into bell ringers, daily instruction, or exit tickets.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 8:** From August to April between 19/20 and 20/21 school year there was an year over year increase of 35% in discipline referrals from 875 to 1184 referrals.

**Root Cause 8:** Teachers did not have adequate professional development to determine what is a referable offense.

**Problem Statement 8 Areas:** School Processes & Programs

# 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)

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

## 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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

### **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
- T-PESS 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

**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 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 18.2% to 24% by May 2023.





**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

**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.

**Staff Responsible for Monitoring:** School Administration, Teachers, and Instructional Coaches

**Title I:**  
2.4, 2.5, 2.6

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Teachers will utilize Khan Academy and AVID strategies in ELA classes.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Intensive remediation/tutorials before school, afterschool and Saturday School for Tier 2 and Tier 3 identified students. Healthy snacks will be purchase for student consumption during tutorials.





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

**Staff Responsible for Monitoring:** School Administration, Instructional Coaches, and Teachers

**Title I:**

2.4, 2.5, 2.6

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will provide intensive remediation before school, afterschool, and on Saturday's.</p> <p><b>Intended Audience:</b> Tier 2 and Tier 3 students.</p> <p><b>Provider / Presenter / Person Responsible:</b> Core content teachers</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6116-04N-005-30-510-000000-23F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                Accomplished                Continue/Modify                Discontinue         </p>				

**School Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> The 2021 TAPR Report indicates that the SAT score in all subjects was 829, which was 96 points lower than the district average of 925. PSAT results in all subjects for 10th grade students was stagnant from 2020 (747) to 2021 (745). <b>Root Cause:</b> Dunbar High School faculty and staff did not strategically plan to embed SAT formatted questions into bell ringers, daily instruction, or exit tickets.</p>

**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 2023.

Increase the percentage of English Language Learners performing successfully on the STAAR English I from 8% to 15% by May 2023.

**Strategy 1:** 100% of lessons will be aligned to content grade-level standards and 100% of core teachers will receive feedback on lesson plans.

**Strategy's Expected Result/Impact:** By ensuring lesson are aligned to the standard and teachers adequately plan differentiated instruction, 26% of first time tester will score at the meets level on the STAAR English I EOC.

**Staff Responsible for Monitoring:** School Administration, Teachers, and Instructional Coaches

**Title I:**  
2.4, 2.5, 2.6

**Problem Statements:** Student Learning 1





**Strategy 2:** Teachers will utilize supplemental educational materials (document cameras, poster printers, laptops) to increase student engagement and improve the quality of classroom instruction

**Strategy's Expected Result/Impact:** EOY testing data will document increased student educational outcomes on EOC and Benchmark exams

**Staff Responsible for Monitoring:** School Administration, Instructional Coaches, and Teachers

**Title I:**  
2.4, 2.5, 2.6

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will utilize supplemental educational materials (document cameras, poster printers, laptops) to increase student engagement and improve the quality of classroom instruction</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6396-04N-005-30-510-000000-23F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Strategy 3:** Dunbar High School will provide supplement educational supplies (reading materials, duplicating paper, pencils, pens, visual aids, paper, ink, postage and office supplies).

**Strategy's Expected Result/Impact:** Needed educational resources to improve student outcomes and experiences.

**Staff Responsible for Monitoring:** School Administration

**Title I:**  
2.4, 2.5, 2.6

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Dunbar High School will provide supplement educational supplies (reading materials, duplicating paper, pencils, pens, visual aids, paper, ink, postage and office supplies)</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6399-04N-005-30-510-000000-23F10 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                Accomplished                Continue/Modify                Discontinue         </p>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The 2021-2022 Fall English 1 EOC benchmark scores was 26%, which was 22% lower than the district average of 48% in the Approaches Category. <b>Root Cause:</b> Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students who are not reading and writing on grade-level.</p>



**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 2023.

**Evaluation Data Sources:** STAAR English II EOC

**Strategy 1:** 100% of lessons will be aligned to content grade-level standards and 100% of core teachers will receive feedback on lesson plans.

**Strategy's Expected Result/Impact:** By ensuring lesson are aligned to the standard and teachers adequately plan differentiated instruction, 45% of first time tester will score at the meets level on the STAAR English II EOC.

**Staff Responsible for Monitoring:** School Administration, Teachers, and Instructional Coaches

**Title I:**  
2.4, 2.5, 2.6

**Problem Statements:** Student Learning 1





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

**Strategy's Expected Result/Impact:** Tutors will provide intensive remediation for at-risk students and those who performed unsuccessfully on the EOC

**Staff Responsible for Monitoring:** School Administration, and Instructional Coaches

**Title I:**  
2.4, 2.5, 2.6

**Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Dunbar High School will recruit, hire, and train teachers who hold certification in English and Math to serve as tutors.  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-13-6117-001-005-24-243-000000- - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 1:** On the 2021-2022 Panoramic teacher survey, only 37% of campus teachers reported a knowledge about finding resources for working with students who have unique learning needs. **Root Cause:** Administration did not strategically plan for professional development opportunities to equip teachers in finding resources for working with students who have unique learning needs.

**Student Learning**

**Problem Statement 1:** The 2021-2022 Fall English 1 EOC benchmark scores was 26%, which was 22% lower than the district average of 48% 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 who are not reading and writing on grade-level.

**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 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 4.3% to 10% by May 2023.





**Evaluation Data Sources:** Benchmarks  
Unit Exams

**Strategy 1:** Teachers will utilize College Board online practice resources with SAT formatted questions to check for understanding and demonstrate mastery of skills in the form of selected reading passages incorporated into the teacher selected reading materials also aligned with the district curriculum, which addresses state standards while addressing college entrance readiness.

**Strategy's Expected Result/Impact:** Students will gain a better understanding of test formatted passages and questions as well as test taking simulations from in class practice which can promote greater preparedness for college board level tests thereby increasing test scores. Reading test data will demonstrate a 10% increase. Math test data will demonstrate a 10% increase.

**Staff Responsible for Monitoring:** School Administration, Postsecondary Specialist, Instructional Coaches and Teachers.

**Problem Statements:** Student Learning 3





Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will utilize College Board online practice resources with SAT formatted questions to check for understanding and demonstrate mastery of skills in the form of selected reading passages incorporated into the teacher selected reading materials also aligned with the district curriculum, which addresses state standards while addressing college entrance readiness.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 2:** Provide students PSAT/ SAT Boot Camps [Saturday] to engage students with intensive review and usage of PSAT/SAT materials and resources to build necessary skills for the PSAT/ SAT exams. Students can have one-on-one focused support to increase skills and knowledge in student specific areas on the exams. Healthy snacks will be purchased for student consumption during camps.

**Strategy's Expected Result/Impact:** Increase students' performance on college board exams which helps students meet CCMR indicators.

**Staff Responsible for Monitoring:** School Administration, Post Secondary Specialist, Instructional Coaches, and Teachers.

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide students PSAT/ SAT Boot Camps [Saturday] to engage students with intensive review and usage of PSAT/SAT materials and resources to build necessary skills for the PSAT/ SAT exams.</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6116-001-005-24-243-000000- - \$2,427</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> The 2021 TAPR Report indicates that the SAT score in all subjects was 829, which was 96 points lower than the district average of 925. PSAT results in all subjects for 10th grade students was stagnant from 2020 (747) to 2021 (745). <b>Root Cause:</b> Dunbar High School faculty and staff did not strategically plan to embed SAT formatted questions into bell ringers, daily instruction, or exit tickets.</p>

**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 2023.

**Evaluation Data Sources:** STAAR EOC Algebra I

**Strategy 1:** Cooperative Learning allows students the opportunity to work in groups but hold them individually accountable, that way they can speak and discuss math with others who are more and less knowledgeable to build their own social skills and mathematical skills. Students will have the opportunity to peer tutor those who know less which will reinforce what they know, and they will have the opportunity to learn from their peers when they themselves need help.

Students will utilize think-pair-share and pairs compare frequently during the year and create several collaborative learning opportunities where each takes on a role for their team in a project.





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 that particular type of problem reinforces their ability to remember it in.

Structured / Closed Notes helps all learners be able to keep pace in the lesson and allows teachers to emphasize key vocabulary and concepts by having the students fill those parts in. It also presents the student with a very organized structure that is easy to look back through for answers or during studying.

**Strategy's Expected Result/Impact:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 36% to 48% by May 2023.

**Staff Responsible for Monitoring:** School Administration, Teachers, and Instructional Coaches

**Problem Statements:** Student Learning 2





Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Algebra I teachers will incorporate the instructional strategies highlighted into their daily instructional practices to increase the success rate of African American and Hispanic students in Algebra I.</p> <p><b>Funding Sources:</b> - BEA (199 PIC 25) - 199-11-6399-001-005-25-243-000000 - \$1,489, - Title I (211) - 211-11-6119-04N-005-30-510-000000-23F10 - \$60,320</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 2:** Utilize Title I Funds to allocate position for Data Analyst

**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.

**Staff Responsible for Monitoring:** School Administration, Data Analyst

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Data Analyst will lead all testing on the Dunbar HS campus (STAAR, Benchmarks)	Formative			Summative
<b>Funding Sources:</b> - Title I (211) - 211-13-6119-04N-005-30-510-000000-23F10 - \$75,287	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> On the 2021-2022 Panoramic teacher survey, only 37% of campus teachers reported a knowledge about finding resources for working with students who have unique learning needs. <b>Root Cause:</b> Administration did not strategically plan for professional development opportunities to equip teachers in finding resources for working with students who have unique learning needs.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The 2021-2022 Fall English 1 EOC benchmark scores was 26%, which was 22% lower than the district average of 48% in the Approaches Category. <b>Root Cause:</b> Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students who are not reading and writing on grade-level.</p> <p><b>Problem Statement 2:</b> The 2021-2022 Algebra 1 EOC score was 28% at the Approaches level, which was 38% lower than the previous Algebra 1 EOC score. <b>Root Cause:</b> 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.</p>

**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 2023.





**Evaluation Data Sources:** AP Exams  
CTE Certification Exams

**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.

**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%.

**Staff Responsible for Monitoring:** School Administration, Post Secondary Specialist, Teachers, and Instructional Coaches

**Problem Statements:** School Processes & Programs 1





Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 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.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** 100% of lessons will be aligned to content grade-level standards and 100% of core teachers will receive feedback on lesson plans.

**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.

**Staff Responsible for Monitoring:** School Administration, Teachers, and Instructional Coaches

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Administrators and Instructional Coaches will review lesson plans for alignment with FWISD Curriculum.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The 2021-2022 Fall English 1 EOC benchmark scores was 26%, which was 22% lower than the district average of 48% in the Approaches Category. <b>Root Cause:</b> Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students who are not reading and writing on grade-level.</p>
<p><b>Problem Statement 2:</b> The 2021-2022 Algebra 1 EOC score was 28% at the Approaches level, which was 38% lower than the previous Algebra 1 EOC score. <b>Root Cause:</b> 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.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> According to 2021-2022 ADQ data , 56% of grade 12 students did not attain at least one CCMR indicator. <b>Root Cause:</b> TSIA and ACT exam preparation was not made a priority for teachers by administration.</p>



**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 2023.





**Evaluation Data Sources:** Attendance Data  
Academic Transcripts  
Discipline Data

**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.

**Strategy's Expected Result/Impact:** The percentage of Grade 9 students on track will increase by 5%.

**Staff Responsible for Monitoring:** School Administration, Freshman Success Coordinator

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





Action Step 1 Details	Reviews			
<b>Action Step 1:</b> The Freshman Success Coordinator will review 9th grade students academic progress, attendance data, discipline data, and SEL status.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**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.

**Staff Responsible for Monitoring:** School Administration, New Teacher Support Advisor

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> The New Teacher Support Advisor will mentor inexperienced and struggling teachers to increase teacher retention and student engagement in the classroom</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6299-04N-005-30-510-000000-23F10 - \$22,689</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> On the 2021-2022 Panoramic teacher survey, only 37% of campus teachers reported a knowledge about finding resources for working with students who have unique learning needs. <b>Root Cause:</b> Administration did not strategically plan for professional development opportunities to equip teachers in finding resources for working with students who have unique learning needs.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The 2021-2022 Fall English 1 EOC benchmark scores was 26%, which was 22% lower than the district average of 48% in the Approaches Category. <b>Root Cause:</b> Administration did not strategically plan for professional development opportunities to equip teachers with academic support/ interventions to support students who are not reading and writing on grade-level.</p> <p><b>Problem Statement 2:</b> The 2021-2022 Algebra 1 EOC score was 28% at the Approaches level, which was 38% lower than the previous Algebra 1 EOC score. <b>Root Cause:</b> 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.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Dunbar's campus Average Daily Attendance for the first semester of the 21-22 school year was 89% which is below the state average of 90%. <b>Root Cause:</b> 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>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> On the 2021-2022 Panoramic Survey, 20% of students felt connected to the adults on campus. <b>Root Cause:</b> 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.</p>

**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 2023.





**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:** School Administration, Teachers, Instructional Coaches

**Problem Statements:** Student Learning 2





Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Algebra I Teachers will 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.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** 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.

**Strategy's Expected Result/Impact:** EOY data will document an increase in the number of students who successfully complete Algebra I by the end of Grade 9.

**Staff Responsible for Monitoring:** School Administration, Teachers, and Instructional Coaches

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Algebra I Teachers will utilize anchor charts, video lessons, and differentiated instruction in their daily lessons.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> The 2021-2022 Algebra 1 EOC score was 28% at the Approaches level, which was 38% lower than the previous Algebra 1 EOC score. <b>Root Cause:</b> 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.</p>

**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 2023.





**Evaluation Data Sources:** SAT Exams  
ACT Exams

**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.

**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

**Staff Responsible for Monitoring:** School Administration, and Post Secondary Specialist

**Problem Statements:** Student Learning 3 - School Processes & Programs 1





Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 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.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 2:** 100% of lessons will be aligned to content grade-level standards and 100% of core teachers will receive feedback on lesson plans

**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.

**Staff Responsible for Monitoring:** School Administration, Teachers, and Instructional Coaches

**Problem Statements:** Student Learning 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Administrators and Instructional Coaches will review lesson plans to ensure alignment with the FWISD Curriculum.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> The 2021 TAPR Report indicates that the SAT score in all subjects was 829, which was 96 points lower than the district average of 925. PSAT results in all subjects for 10th grade students was stagnant from 2020 (747) to 2021 (745). <b>Root Cause:</b> Dunbar High School faculty and staff did not strategically plan to embed SAT formatted questions into bell ringers, daily instruction, or exit tickets.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> According to 2021-2022 ADQ data , 56% of grade 12 students did not attain at least one CCMR indicator. <b>Root Cause:</b> TSIA and ACT exam preparation was not made a priority for teachers by administration.</p>

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

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 39% to 19% by May 2023.

**Evaluation Data Sources:** Attendance Data





**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.

**Strategy's Expected Result/Impact:** EOY attendance data will demonstrate a 20% decrease in chronically absent students.

**Staff Responsible for Monitoring:** School Administration, Attendance Clerk, and Stay In School Coordinator

**Title I:**  
4.1, 4.2

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> School Administration will provide an attendance incentive each grading cycle.  <b>Funding Sources:</b> - Title I (211) - 211-11-6499-04N-005-30-510-000000-23F10 - \$2,818	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Dunbar's campus Average Daily Attendance for the first semester of the 21-22 school year was 89% which is below the state average of 90%. <b>Root Cause:</b> 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>

**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 315 to 290 by May 2023.

**Evaluation Data Sources:** Discipline Data





**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.

**Strategy's Expected Result/Impact:** Panorama SEL Survey data will demonstrate that students feel valued, respected, and have a sense of belonging.

**Staff Responsible for Monitoring:** School Administration, Teachers, Instructional Coaches, and School Interventionist

**Title I:**  
4.1, 4.2

**Problem Statements:** School Processes & Programs 3 - Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 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	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**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, and Effective communication with parents and stakeholders

**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.

**Staff Responsible for Monitoring:** School Administration, Instructional Coaches, and Teachers

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







Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will bring back to the campus newly learned research based instructional strategies for implementation into daily classroom instruction.  <b>Funding Sources:</b> - Title I (211) - 211-13-6411-04N-005-30-510-000000-23F10 - \$5,000, - Title I (211) - 211-11-6112-0PD-005-30-510-000000-23F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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

**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

**Staff Responsible for Monitoring:** School Administration, Instructional Coaches, and Teachers

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Principals and Assistant Principals will attend in state and out of state professional development to improve Tier I instruction  <b>Funding Sources:</b> - Title I (211) - 211-23-6411-04N-005-30-510-000000-23F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**School Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Dunbar's campus Average Daily Attendance for the first semester of the 21-22 school year was 89% which is below the state average of 90%. <b>Root Cause:</b> 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.
<b>Problem Statement 3:</b> From August to April between 19/20 and 20/21 school year there was an year over year increase of 35% in discipline referrals from 875 to 1184 referrals. <b>Root Cause:</b> Teachers did not have adequate professional development to determine what is a referable offense.
Perceptions
<b>Problem Statement 1:</b> On the 2021-2022 Panoramic Survey, 20% of students felt connected to the adults on campus. <b>Root Cause:</b> 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 School Intervention Specialist and School Administrators will use restorative practices to settle verbal disputes to de-escalate aggressive situations. School Administrators will utilize the Dunbar Intervention Plan (DIP) as it pertains to Tier I and Tier II offenses. 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.

**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.

**Staff Responsible for Monitoring:** School Administration, School Interventionist

**Problem Statements:** School Processes & Programs 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> School Administration and the School Interventionist will utilize restorative practices to diffuse and de-escalate aggressive situations.  <b>Funding Sources:</b> - Parent Engagement - 211-61-6499-04L-005-30-510-000000-23F10 - \$1,937.25, - Parent Engagement - 211-61-6399-04L-005-30-510-000000-23F10 - \$1,937.25	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 3:</b> From August to April between 19/20 and 20/21 school year there was an year over year increase of 35% in discipline referrals from 875 to 1184 referrals.  <b>Root Cause:</b> Teachers did not have adequate professional development to determine what is a referable offense.</p>

**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 shows parents how to track their student's grades, and attendance, in Parent Portal.

**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.

**Staff Responsible for Monitoring:** School Administration, Parent Liaison, and School Interventionist

**Title I:**  
4.1, 4.2

**Problem Statements:** Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> The Parent Liaison will shows parents how to track their student's grades, and attendance, in Parent Portal.  <b>Funding Sources:</b> - Title I (211) - 211-61-6499-04L-005-30-510-000000-23F10 - \$5,000, - Title I (211) - 211-61-6129-04L-005-30-510-000000-23F10 - \$26,786	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> On the 2021-2022 Panoramic teacher survey, only 37% of campus teachers reported a knowledge about finding resources for working with students who have unique learning needs. <b>Root Cause:</b> Administration did not strategically plan for professional development opportunities to equip teachers in finding resources for working with students who have unique learning needs.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> On the 2021-2022 Panoramic Survey, 20% of students felt connected to the adults on campus. <b>Root Cause:</b> 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.</p>

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shanreka Bell	Data Analyst		

# 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 pay for tutoring after hours (Teacher)	211-11-6116-04N-005-30-510-000000-23F10	\$5,000.00
1	2	2	1		Technology for instructional use	211-11-6396-04N-005-30-510-000000-23F10	\$5,000.00
1	2	3	1		Supplies and materials for instructional use	211-11-6399-04N-005-30-510-000000-23F10	\$20,000.00
2	2	1	1		Title I Teacher	211-11-6119-04N-005-30-510-000000-23F10	\$60,320.00
2	2	2	1		Data Analyst	211-13-6119-04N-005-30-510-000000-23F10	\$75,287.00
3	2	2	1		Contracted professional development	211-13-6299-04N-005-30-510-000000-23F10	\$22,689.00
4	1	1	1		Snacks or incentives for students	211-11-6499-04N-005-30-510-000000-23F10	\$2,818.00
4	2	2	1		Subs for professional development	211-11-6112-0PD-005-30-510-000000-23F10	\$2,000.00
4	2	2	1		Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-005-30-510-000000-23F10	\$5,000.00
4	2	3	1		Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-005-30-510-000000-23F10	\$5,000.00
4	4	1	1		Family Engagement Specialist	211-61-6129-04L-005-30-510-000000-23F10	\$26,786.00
4	4	1	1		Snacks for parents to promote participation	211-61-6499-04L-005-30-510-000000-23F10	\$5,000.00
<b>Sub-Total</b>							<b>\$234,900.00</b>
<b>Budgeted Fund Source Amount</b>							<b>\$234,900.00</b>
<b>+/- Difference</b>							<b>\$0.00</b>

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		Tutors with degree or certified	199-13-6117-001-005-24-243-000000-	\$10,000.00
2	1	2	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-005-24-243-000000-	\$2,427.00
<b>Sub-Total</b>							\$12,427.00
<b>Budgeted Fund Source Amount</b>							\$12,427.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1		Supplies and materials for parental involvement	211-61-6399-04L-005-30-510-000000-23F10	\$1,937.25
4	3	1	1		Snacks for Parents to promote participation	211-61-6499-04L-005-30-510-000000-23F10	\$1,937.25
<b>Sub-Total</b>							\$3,874.50
<b>Budgeted Fund Source Amount</b>							\$3,874.50
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1		Supplies and materials for instructional use	199-11-6399-001-005-25-243-000000	\$1,489.00
<b>Sub-Total</b>							\$1,489.00
<b>Budgeted Fund Source Amount</b>							\$1,489.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$252,690.50
<b>Grand Total Spent</b>							\$252,690.50
<b>+/- Difference</b>							\$0.00

# Addendums