

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Adams, Oscar

Campus Name: 005 - Dunbar HS, Paul Laurence

Executive Director: Rian Townsend

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 21.21

Special Education: 10.5

Dual Language/ESL: 13.8

Gifted and Talented: 7.6

Career and Technology: 80.6

Percentage of at-risk students: 73.4

Percentage of English Language (EL) students: 14.7

Percentage of economically disadvantage students: 91.3

2020-2021 Campus Site-Based Committee

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

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Dunbar HS, Paul Laurence. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

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

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 63	70 - C
Domain 2: School Progress 72	
Domain 3: Closing The Gaps 64	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2020-2021 School Year

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

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

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

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

Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	<ol style="list-style-type: none"> The trend is showing an increase of 6% over 3 years in Hispanic student enrollees leading to increase in campus diversity. Benchmark data does not show an achievement gap specifically in sub pops: between our African American and Hispanic groups. Overall 3% increase in attendance. 	<ol style="list-style-type: none"> Increase the number of students graduating on-time with their cohort. Increase need of ESL certification and EL training. Reduce discrepancy between the SPED and general population on benchmark performance. Currently it is more than 20 % in all content areas. 	<ol style="list-style-type: none"> Realign responsibilities of data analysts to increase understanding of data analysis across all grade levels and content. Provide more opportunities for families to participate in school activities and events. Improve literacy instruction/skill across all content areas, student engagement practices, and technology integration to support online learning.
Student Achievement	<ol style="list-style-type: none"> US History and Biology benchmark assessments are above district average. English II benchmark indicated significant gains with a 14% over 3 years increase in approaches category. There was an increase from 32% to 44% enrollment in the number of students successfully completing dual enrollment courses. 186 students enrolled in the POC program with 44 incoming freshman enrolled in the new Dunbar PTECH program. 	<ol style="list-style-type: none"> English I and Algebra I lower than district average on benchmarks. Only 13% of 9th and 10th grade students receiving a qualifying TSI score. Support to increase the number of students receiving a qualifying score on AP exams. 	<ol style="list-style-type: none"> Provide professional learning/coaching to new, inexperienced, or struggling teachers in the areas of instruction, classroom management, and social emotional wellness. Provide support to increase student outcomes for the following students/areas: SPED, EL, TSI, and AP
School Culture and Climate	<ol style="list-style-type: none"> Strong PLC's with leadership structured to assist teachers in each department. Many staff members are Dunbar Alumni. Strong mission, vision, and motto posted school wide. 	<ol style="list-style-type: none"> Provide social emotional professional learning to help teachers better serve students by build meaning relationship and utilizing restorative practices. Due to the increase number of new and inexperience teachers, systems need to be provided that will assist new and struggling teachers. Increase student involvement and participation in student extra curricular organizations. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> The campus has instructional coaches who affect the quality of instruction. Region 11 provided campus wide PD on instructional strategies to increase student engagement. Large percentage of staff have advanced degrees and additional certifications. 	<ol style="list-style-type: none"> PD for teachers to incorporate technology in their daily instruction. New staff members will need support on instructional practices and social and emotion characteristics unique to Dunbar High School. PD for hybrid learning possibilities for the fall. 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Unified lesson template document used by all teachers. 93% of students are 1:1 with Chromebook devices. Teachers used weekly formative assessments and data trackers to guide instruction. 	<ol style="list-style-type: none"> Limited internet access at home. PD for proper pacing with new block scheduling. Do not have student achievement gaps because there is no STAAR data. 	
Family and Community Involvement	<ol style="list-style-type: none"> A fully functional parent resource center with a full-time parent liaison. Corporate partnerships with Fidelity Investments, Bell Helicopter, Leadership ISD, and other community members to help strengthen the community. Parent University and GED classes offered to parents. 	<ol style="list-style-type: none"> Find multiple ways to engage parents and community members to support campus. Orientation to educate parents on how to support their students with online learning. Provide parent engagement opportunities for non-English speaking parents. 	

School Context and Organization

1.	Active SBDM that meets regularly and provides suggestions.	1.	Provide opportunities to increase student voice on the campus.
2.	Many student organizations for students to be involved in.	2.	Promote campus pride and engagement amongst students and staff.
3.	Updated campus website consistently and utilize all social media platforms.	3.	10% increase in families completing FAFSA

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 005 - Dunbar HS, Paul Laurence

Principal: Adams, Oscar

Executive Director: Rian Townsend

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	CCMR - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.	--	62.10	--		
	The percent of students performing at the approaches, meets, and masters level on Algebra I EOC will increase from the 2018-2019 school year to the 2020-2021 school year.	73	41	20		EOY
	The percent of students performing at the approaches, meets, and masters level on the English II EOC will increase from the 2018-2019 school year to the 2020-2021 school year.	55	32	6		EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Increase the percent of graduates meeting TSI standards in Reading and Math from 15% to 25%.	Students will utilize a supplemental preparation program to prepare for testing.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Local (Basic Allotment)	5,000	On Target	Improved student performance on the TSI test.
2 CTE	Increase the percent of graduates completing a CTE coherent sequence from 36% to 44% and earning an industry certification.	Purchase technology and supplies for CTE classes. Use technology to engage students in CTE programs.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	CTE	18,823	On Target	Increase number of students earning CTE certification. Purchase CTE resources to improve instruction and certification test preparation. Provide professional development for teachers to prepare for certification exams.
3 Title I	Provide targeted intervention to increase the number students earning a three on the English I and II EOC.	Teachers will attend Writing PD. Teachers will monitor students writing performance and chart student growth.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	5,000	On Target	Increase number of students experiencing academic success on standardized testing.
4 SPED	Improve student performance on high leverage SE's.	Daily PLC where teachers will discuss best practices, create lessons and analyze data to ensure effective Tier I instruction and differentiation.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Local (Basic Allotment)	4,000	On Target	Increase number of students experiencing academic success on standardized testing.
5 SPED	Improve student performance on high leverage SE's.	Daily PLC where teachers will discuss best practices, create lessons and analyze data to ensure effective Tier I instruction and differentiation.	Principal,Teacher(s)	5/28/2021	Special Education	2,093	On Target	Increase number of students experiencing academic success on standardized testing.
6 Title I	New Teacher Support Advisor will support new, inexperienced, and struggling teachers to increase teacher retention and the number of teachers demonstrating proficiency on T_TESS.	Facilitate a new teacher induction program. Identify PD opportunities to enhance professional growth. Perform classroom observation with timely feedback. Implement instructional strategies in PLC meetings.	Other	5/28/2021	Title I	30,000	On Target	New teachers will learn how to implement the curriculum framework, classroom management strategies and improve school to home communications.

7		Increase enrollment in Advanced Placement, Dual Credit and OnRamps courses	Identify students through various assessment data points, and increase performance on TSI.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Gifted & Talented	645	On Target	Increased number of students moving from Approaches to Meets and Meets to Masters.
8	Title I	Increase student achievement among at risk students	Purchase necessary equipment, supplies and extra duty pay in order to accelerate instruction of students at risk of not graduating on time.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	5,000	On Target	All at-risk students will receive the support necessary to experience academic success.
9	Title I	Need for leadership development programs to build the capacity of campus leadership teams	PD to establish and communicate clear roles and responsibilities from the campus administration to the team. PD focuses on building the capacity of the principal, assistant principals, teacher leaders, and instructional coaches through data-driven instruction and coaching and feedback training Based on the activity, PD funding will be used to cover expenses incurred due to substitutes, travel, supplies, extra duty pay and/or contracted services.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	3,000	On Target	Building the leadership capacity of the staff to implement best practices for student learning and growth.
10	SPED	Use a technology based supplement program for grade level interventions.	Implementation of educational resources in all tested content areas for formative assessment.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Special Education	4,000	On Target	Students who are struggling academically will receive necessary supports.
11	CTE-LEP	Provide supplement supplies for low socio-economic students.	Purchase supplies for instructional including reading materials, visual aids, paper, ink, postage and office supplies.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	5/28/2021	Local (Basic Allotment)	23,748	On Target	Improve student outcomes and experiences.

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

BOY Status:

Principal Evidence:

Leadership Feedback: What specific action steps and strategies are going to be used to move the campus academically? How will you ensure teachers are familiar with SE's and how they are assessed. What process will the campus use to identify SE's that need to be retaught? How will you utilize PLC's and Admin feedback to move instruction?

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

Campus Name: 005 - Dunbar HS, Paul Laurence

Principal: Adams, Oscar

Executive Director: Rian Townsend

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Reading will increase from	41	50	EOY
	Biology EOC students will attain 77% Approaches, 35% Meets, and 12% Masters	69	77	EOY
	Algebra I EOC students will attain 73% Approaches, 41% Meets, and 17% Masters.	66	73	EOY
	Social Studies EOC students will 94% Approaches, 63% Meets, 25% Masters.	89	94	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	To improve student performance on high leverage SE's in the core content classes, teachers will implement usage of the FWISD Curriculum Frameworks with fidelity.	Teachers will use previous test data to identify high leverage SE's to create effective Tier 1 instruction.	Instructional Leadership, Teacher(s)	5/28/2021	Title I	30,000	On Target	Students will experience success in meeting expectations on the EOC, district benchmarks, and common assessments.
2 Title I	Utilize formative and summative data to increase Tier I instruction	Teachers will disaggregate data from formative and summative assessments to adjust, clarify and intensify instructional strategies and utilize best teaching practices while developing lesson plans to ensure coverage of Tier I strategies.	Instructional Leadership, Teacher(s)	5/28/2021	Title I	3,618	On Target	Increase number of students moving from Approaches to Meets.
3 Title I	The implementation of AVID strategies school-wide to improve and support rigor across the core content areas.	AVID strategies will be implemented across all core content areas. (Cornell Notes)	Principal, Assistant Principal, Instructional Leadership, Teacher(s)	5/28/2021	Local (Basic Allotment)	10,000	On Target	The use of AVID strategies across the curriculum will enable students to be successful in the classroom and during district benchmarks/state standardized testing.
4 Title I	ELA/Reading: The usage of reciprocal teaching strategies (predict, question, clarify, and summarize) to improve reading comprehension.	Provide PD during PLC Meetings to allow educators the opportunity to ascertain the effectiveness of engaged literacy strategies.	Instructional Leadership, Teacher(s)	5/28/2021	Title I	10,000	On Target	Students will be able to make connections to the text, and initiate prior knowledge in determining the text meaning and formulating the correct answer.
5 LEP	LPAC: Review of district data and standardized assessments to improve academic outcomes for LEP students.	LPAC students receive additional support for success on TELPAS and EOC exams.	Assistant Principal, Teacher(s)	5/28/2021	Bilingual	435	On Target	LEP students will receive in-class support to experience academic success on standardized testing (TELPAS, EOC).
6 Title I	Teachers will identify students that require intervention.	Provide in-school tutoring for identified students. Teachers will plan in PLC meetings how to implement tutoring/intervention.	Principal, Assistant Principal, Instructional Leadership, Teacher(s)	5/28/2021	Title I	15,000	On Target	Students requiring intensive intervention will receive the necessary supports.
7 SPED	Special Education: To improve SPED students performance on EOC tested classes, Inclusion teachers will implement the Co-Teach model.	Inclusion teachers will plan with their General Education teachers to incorporate different Co-Teach strategies to ensure effective	Instructional Leadership, Teacher(s)	5/28/2021	Special Education	3,000	On Target	Special Education students will experience academic growth on EOC exams

8	Title I	ELL: Teach Language skills across the curriculum.	Classroom teachers will utilize the ELPS and incorporate those strategies in their daily instruction.	Instructional Leadership, Teacher(s)	5/28/2021	Title I	10,000	On Target	Increase the number of ELL students passing TELPAS and EOC exams.
9	Title I	Math: Utilize common assessment data to improve student performance on high leverage SEs.	Teachers will utilize various instructional strategies to re-teach low SEs. Teachers will utilize the curriculum framework including lesson resources, DOLs, and intervention activities to provide quality Tier 1 and Tier 2 instruction. Through PLCs, teachers will discuss best practices, share teaching strategies, create lessons and common assessments, and analyze data to ensure effective Tier 1 instruction.	Instructional Leadership, Teacher(s)	5/28/2021	Title I	10,000	On Target	Increased number of students moving from Approaches to Meets and Meets to Masters.
10	Title I	Social Studies: Teach reading and language skills across the curriculum	Classroom teachers will use primary sources in a reading/writing across the curriculum emphasis in their daily practice.	Instructional Leadership, Teacher(s)	5/28/2021	Title I	10,000	On Target	Ninety-One percent passing rate on the EOC. Two percent growth on Meets/Masters.
11	Title I	Integration of high quality, consistent lesson plan expectations with accountability measures for staff (e.g. data tracking, reteach tracking, growth targets). Additionally, communication regarding expectations and values from administration (principal, APs, instructional coaches, teacher leaders etc.) to staff	Establish PLC norms, lesson plan review, including formative assessments, model lessons, teachers practice implementation and embedded data monitoring practices for daily PLCs. Provide communication regarding expectations and values from administration (principal, APs, instructional coaches, teacher leaders etc.) to staff. PD for T-TESS support; based on the activity, funding will be used for substitutes, travel, extra duty pay and/or contracted services.	Principal, Assistant Principal, Instructional Leadership, Teacher(s)	5/28/2021	Title I	3,000	On Target	Increase accountability measures will positively effect students academic growth.
12	Title I	Instructional support for data and assessment used for campus needs.	Data Analyst position approved for Dunbar High School.	Principal, Assistant Principal, Instructional Leadership, Teacher(s)	5/28/2021	Title I	79,000	On Target	Instructional decision making will be based off data.

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

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 005 - Dunbar HS, Paul Laurence

Principal: Adams, Oscar

Executive Director: Rian Townsend

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	440	800	EOY
	PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	698	550	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	3	6	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Hire a full-time Parent Liaison to increase family engagement and the number of parents who are registered for parent portal. Increase communication with parents, guardians, and stakeholders electronically and virtually.	Monthly parent newsletter. Sign-up table at athletic table and or school events. Assist teachers with scheduling parent conference, contacting parents, and securing resources for families in need.	Other	5/28/2021	Title I	40,000	On Target	Improve the communication channels from school to home.
2 Title I	Decrease the number of students who receive duplicate suspensions.	Usage of restorative practices instead of out of school suspensions. Utilize school intervention specialists to de-escalate situations.	Principal,Assistant Principal	5/28/2021	Title I	3,000	On Target	Students will experience greater academic success with the reduction of in/out of school suspensions.
3 Title I	In light of COVID-19, increase activities coordinated by the Wellness Coordinator, school nurse, administrative team, and counselors to keep students, and faculty safe.	Plan activities that focus on wellness of faculty, staff, students and parents.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	3,000	On Target	Implementing FWISD COVID-19 safety precautions with fidelity will keep students and faculty safe and reduce student absenteeism and faculty time on leave.
4 Title I	Hire tutors to provide intensive intervention in the core content classes.	Tutors will provide in-class support or use small group pull-outs to provide intensive instruction.	Principal,Assistant Principal	5/28/2021	Title I	13,000	On Target	Tutors will be able to give students additional supports so that they may experience academic growth.
5 Title I	Teachers will support students with attendance issues, credit recovery, or incomplete grades.	Purchase additional resources to support teachers as they perform additional duties.	Teacher(s)	5/28/2021	SCE	9,692	On Target	Students will be on target to pass to the next grade level and for graduation.
6 Title I	Teachers will support students with attendance issues, credit recovery, or incomplete grades.	Purchase additional resources to support teachers as they perform additional duties.	Teacher(s)	5/28/2021	Special Education	2,000	On Target	Students will be on target to pass to the next grade level and for graduation.
7 Title I	Purchase resources to support virtual learning (web cameras, document cameras)	Purchase additional resources to support teachers as they perform online/virtual teaching.	Principal,Assistant Principal	5/28/2021	Title I	4,000	On Target	Online and virtual teaching will experience greater success.
8 Title I	Purchase of collateral educational age appropriate resources to support the school library and student learning.	Usage of additional educational resources in the school library to support student learning.	Other	5/28/2021	Title I	1,000	On Target	Additional resources will be available for students to utilize and or conduct research.

9	Title I	PD for teachers and school administrators in and out of state.	Teachers and school administrators will utilize newly learned strategies to increase student academic success.	Principal,Assistant Principal,Instructional Leadership	5/28/2021	Title I	35,000	On Target	Teachers and school administrators will learn new skills that will impact students academic growth.
10	Title I	Students will take educational field trips and college tours to assist/prepare them for the next steps (college, military, and or gainful employment.	Go Center will plan and coordinate educational trips to broader students perspective.	Principal,Assistant Principal,Instructional Leadership	5/28/2021	Title I	3,000	On Target	Students will be able to plan their next steps after high school graduation.

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

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

