



PLD 2022-23 Phase One:  
Continuous Improvement Diagnostic for Schools

**Paul Laurence Dunbar High School**

**Marlon Ball**

1600 Man O'war Blvd  
Lexington, Kentucky, 40513  
United States of America

## **2022-23 Phase One: Continuous Improvement Diagnostic for Schools**

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.

Mr. Marlon Ball 9/26/22



PLD 2022-23 Phase One:  
Executive Summary for Schools

**Paul Laurence Dunbar High School**  
**Marlon Ball**

1600 Man O'war Blvd  
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## 2022-23 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Dunbar is a large, suburban high school with a very diverse population in terms of ethnicity and socioeconomic make-up. We currently have 1954 students enrolled. Our demographic breakdown is: 42.12% White, 13.77% African-American, 30.6% Hispanic, 13.51% Other. 44.47% of our students qualify for Free/Reduced Lunch, 7.16% of our students have Individual Education Plans, 14% of our students are English Language Learners, and 23.49% are identified as Gifted/Talented. Overall, 50% of our students are included in the consolidated gap group of students. Our school is named after the 19th-century African-American poet; it also pays tribute to the historically African-American high school that was once in the heart of downtown Lexington and had a rich tradition of excellence and high expectations. The current Paul Laurence Dunbar High School, which opened in 1990, also houses a Math, Science & Technology Center. The Math, Science and Technology Center, or MSTC, is a selective Gifted and Talented program that was founded when the school opened. Well known to many of the country's colleges and universities, MSTC consists of almost 200 students drawn together into the program from all across Fayette County. Students are selected for the MSTC program based on their results on a nationally normed math and science test, as well as an MSTC specific math test. Students can only enter the program as a 9th or 10th grader. MSTC students are required to complete a Capstone Research Project which allows them to work with mentors from the community, such as professors at the University of Kentucky. One challenge our school faces because of our MSTC program, is a misperception in the community that our academic successes are due to the gifted students within this program. The reality is that these students comprise less than 10% of our total student population. Another challenge to our school community is our growing Hispanic and ELL populations and how to best meet their needs, while at the same time providing a very rigorous course of study.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission statement at Paul Laurence Dunbar High School states: "Dunbar High School's faculty and staff, in partnership with parents and community members, empower students to achieve high standards for academics, integrity, leadership, and citizenship." This drives everything we do at Dunbar. Our vision is for all of our students to be college or career ready. We have incorporated this vision into our "Guidelines For Success" which are posted in all classrooms and throughout the building. Rules and expectations are developed based on these guiding principles.

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We want to provide a very rigorous course of study for all of our students that will equip each to graduate as critical thinkers who embody exemplary character.

### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the last five years Dunbar's leadership and staff has taken a more systematic approach to improving our curricula and instructional practices. Structures such as course-level PLCs, a school-wide literacy plan, restructured department leadership and MTSS have resulted in teaching that is intentionally aligned with the current standards and that is responsive to individual student's needs. Our attention to school-level data has also resulted in a universal focus on literacy, ACT strategies, and on-demand writing. We have provided release days to many PLCs in order to facilitate course-level data analysis and focused curriculum revision. Other areas of improvement have resulted from teacher-led initiatives. Based on information gained from teacher-led research and pilots, we are a standards-based grading school. Teachers are intentionally scheduling intervention days approximately every other week to provide students extra academic support during the school day. Students needing intensive support in reading and math receive extra instruction either through a dedicated course or during Extended School Services. In the past three years, we've added a Youth Service Center to our campus that gives students and their families better access to wrap around services and transition support. We have also introduced systems to support all students in becoming transition ready. Adjustments to our course scheduling process ensure that all students take the foundational courses to a career pathway of their choice as a 9th or 10th grader. This allows us to introduce students to career pathways early in their high school career. The CTE teachers then work with students in their classes to identify their interests and aptitudes as they select courses to complete a pathway. All students also have a weekly CCR block that focuses on life skills, college selection, application, and funding, work-related etiquette and skills, personal finance, college admissions test preparation, and introduction to the career clusters. These systems will provide students with greater access to marketable skills and certifications that they can carry with them beyond school to increase their opportunities. They also ensure that all students have direct instruction and guided support regarding the college application process. Social and emotional wellness lessons are also taught during this block and we have added mental health specialists to our faculty to support our students who need more targeted assistance. Additionally, over the past 3 years, we have rolled out a Positive Behavior Intervention System to expand on the school's existing Guidelines for Success. As we develop a more comprehensive school-wide approach to intentionally teaching and reinforcing positive behaviors, we are seeing fewer low-level disruptions to instruction. As the population of our school continues to evolve, we will focus on cultural and instructional responsiveness. We will strive to make the transition positive by taking a proactive stance with outreach, clear expectations, and strategic use of data to guide decision-making. We will also continue expanding the foundation of structures that support individual student achievement through our academic and

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social Multi- Tiered Support Systems. Closing our achievement gaps has been and continues to be our greatest challenge. We have been working with teachers and department leaders to identify individual students who are below benchmarks in order to target necessary supports and interventions for them. Intervention and differentiation are starting to be systemically and intentionally implemented in classrooms.

#### Additional Information

**CSI/TSI (including ATSI) Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

*Data results will be reviewed during SBDM, faculty, department and Instructional Leadership Team meetings. The Instructional Leadership Team, departments, MTSS Committee and PBIS Committee will meet monthly to review critical areas of need and monitor strategies to address these. Course specific PLCs will meet weekly and use the Plan, Do, Study, Act protocol to review student performance data and plan instructional next steps. Meeting agendas and notes are provided when each group meets. PLC's will also be intentional with embedding EL strategies into their lessons. PLC's will identify goals and monitor progress amongst the TSI focus groups.*

#### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Dunbar is one of the largest schools in the state; however, parents, students and staff say Paul Laurence Dunbar feels like a small school because of the close relationships we forge with one another. Dunbar has a reputation for excellence across a broad range of programs; not only academics and athletics, but also community service and the performing arts. We are constantly striving to improve, using data from all of our stakeholders. We are innovative in our approach to our students' needs with implementation of initiatives like standards-based grading, MTSS, PBIS and our Customer Service Communication Plan. Our commitment to excellence, high expectations, and emphasis on inclusion is a direct reflection of the old Dunbar High School's heritage and influence.



2022-23 Phase Two:  
The Needs Assessment for Schools

**Paul Laurence Dunbar High School**

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## 2022-23 Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The state assessment data was released to school administrators on September 23rd. It was **reviewed by** all of the **administrative team, assessment coordinator** (Melanie Burch), and **district assessment personnel** (Michael York) during an administrative meeting. There was an in depth conversation centered around the obvious content area achievement gaps, mostly between students who speak English as a second language, students of African descent, and Hispanics of all nationalities. The district assessment department provided us with guiding questions to shape our plan for improvement. On October 13th, the data was shared with all **teachers and staff**. October 17th, state assessment scores were shared with **parents** on the school based decision making council (**SBDM**). The assessment data was shared with all parents by way of Infinite Campus (October 17th).

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The Instructional Leadership Team, departments, MTSS Committee and PBIS Committee meet monthly to review critical areas of need and monitor strategies to address these. Course specific PLCs meet weekly and use the Plan, Do, Study, Act protocol to review student performance data and plan instructional next steps. Meeting agendas and notes are provided when each group meets.

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

All of our strategies listed were successful in improving sub-group performance on the Kentucky Summative Assessment but were not successful in improving overall performance data in Math, Science and Writing. Our strategies were successful in improving our overall Reading proficiency rate. The Reading goal was met. The goal for Reading was to improve from 49.3% to 55% by 2025. We were successful in reaching that goal within one year. We are currently at 55% proficiency in Reading.

The strategies that were successful will be retained. Additional goals and strategies will be added to triage for our most urgent categories in need of drastic improvement. Students who speak English as a second language will be the top priority of the next school wide improvement plan.

### Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The 19-20 school year was interrupted by a global pandemic of Covid-19. Students were dismissed from school, permanently in March and did not return to school until the following school year (20-21). State assessments are typically administered in May of each school year. We did not take an assessment in May of the 19-20 school year. As a result, we are unable to compare data from the last two school years but can compare data from the 20-21 school year.

Large achievement gaps still remain in all content areas for all student sub-groups. At the same time, there is a disparity in the amount of referrals with consequences assigned to white students compared to African-American and Hispanic students.

Our most urgent area of improvement is the performance of EL students. Currently, we have **280 students** that speak **English as a second language (EL/ESOL)**. **162** of

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those EL students are **long term English learners (LTEL)**. This means that they have been in the EL program for more than four years and have not been successful in attaining a 4.5 on the ACCESS test. This score is required to graduate from the EL program. **Sixty three** of our EL students are monitored through occasional consultation (**RFEP**).

### Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

#### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

#### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

#### **Current Academic State**

- 50% of 11th grade PLD students demonstrated proficiency in Math.
- 55% of 11th grade PLD students demonstrated proficiency in Reading.
- 26% of 11th grade PLD students demonstrated proficiency in Science.
- 51% of 11th grade PLD students demonstrated proficiency in Writing.

#### **Non-Academic Current State**

We continue to see lower student and teacher attendance rates than what was typical prior to the pandemic. We have been working with our student support team and department of pupil personnel to reconnect students to school.

### Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- Science proficiency during the 20-21 school year was 44.5%. During the 21-22 school year, proficiency decreased to 26%.
- During the 20-21 school year, eleventh grade students reached 68% proficiency in writing. During the 21-22 school year, 51% of our eleventh grade students were proficient. We decreased proficiency by 17%.
- EL learners attained 0% proficiency in two different core content areas: Writing and Science.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

- The goal for Reading was to improve from 49.3% to 55% by 2025. We were successful in reaching that goal within one year. We are currently at 55% proficiency in Reading.
- During the 20-21 school year, Reading proficiency for children of African descent was at 6.4%. The goal for the following year was to reach 15% proficiency. During the 21-22 school year, children of African descent reached 32% proficiency.
- During the 20-21 school year, children of African descent reached 8.7% proficiency. The goal for math proficiency was 15%. During the 21-22 school year, students of African descent reached 24% proficiency.
- During the 20-21 school year, Hispanic students were at 14% proficiency in Math. The goal for Hispanic students was 20%. During the 21-22 school year, Hispanic students reached 28% proficiency.

The Instructional Leadership Team will be trained to refresh teachers on culturally responsive and active student engagement strategies. PLCs will continue to intentionally include strategies in their lesson planning. All teachers will continue to implement standards-based grading with fidelity using Tier 1 instructional and behavior supports including scaffolding to high levels of rigor in all classes. PLCs will implement student participation in self-assessment and goal setting.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Please refer to the attachment: School Key Elements.

## **ATTACHMENTS**

### **Attachment Name**

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School Key Elements

## Paul Laurence Dunbar High's Comprehensive School Improvement Plan 2022-2025

### State Assessment Results in Reading

- By 2025, *Paul Laurence Dunbar High School* will increase Reading proficient and distinguished level to 62% as measured by KSA. Current level is 55%.

### State Assessment Results in Math

- By 2025, *Paul Laurence Dunbar High School* will increase Math proficient and distinguished level to 57% as measured by KSA. Current level is 50%.

### State Assessment Results in Science

- By 2025, *Paul Laurence Dunbar High School* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 27%.

### State Assessment Results in Social Studies

- By 2025, *Paul Laurence Dunbar High School* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 46%.

### State Assessment Results in Combined Writing

- By 2025, *Paul Laurence Dunbar High School* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 51%.

### English Learner Progress

- By 2025, *Paul Laurence Dunbar High School* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 30%.

### Quality of School Climate and Safety

- By 2025, *Paul Laurence Dunbar High School* will increase the quality of school climate and safety index to 70% as measured by KSA. Current level is 63% climate and 60.5% safety.

### Graduation Rate

- By 2025, *Paul Laurence Dunbar High School* will increase the graduation rate to 97% as measured by the combined 4-year and 5-year rate. Current rate is 94.05%.

Post-Secondary Readiness

- By 2025, *Paul Laurence Dunbar High School* will increase the percentage of students who are post secondary ready to 83%. Current rate is 76.1%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Paul Laurence Dunbar High School</i> will increase P/D in Reading to 57%.	By 2024, <i>Paul Laurence Dunbar High School</i> will increase P/D in Reading to 59%.	By 2025, <i>Paul Laurence Dunbar High School</i> will increase P/D in Reading to 62%.
By 2023, <i>Paul Laurence Dunbar High School</i> will increase P/D in Math to 52%.	By 2024, <i>Paul Laurence Dunbar High School</i> will increase P/D in Math to 54%.	By 2025, <i>Paul Laurence Dunbar High School</i> will increase P/D in Math to 57%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Paul Laurence Dunbar High School</i> will increase P/D in Science to 33%.	By 2024, <i>Paul Laurence Dunbar High School</i> will increase P/D in Science to 39%.	By 2025, <i>Paul Laurence Dunbar High School</i> will increase P/D in Science to 45%.
By 2023, <i>Paul Laurence Dunbar High School</i> will increase P/D in Social Studies to 50%.	By 2024, <i>Paul Laurence Dunbar High School</i> will increase P/D in Social Studies to 55%.	By 2025, <i>Paul Laurence Dunbar High School</i> will increase P/D in Social Studies to 60%.
By 2023, <i>Paul Laurence Dunbar High School</i> will increase P/D in Combined Writing to 54%.	By 2024, <i>Paul Laurence Dunbar High School</i> will increase P/D in Combined Writing to 57%.	By 2025, <i>Paul Laurence Dunbar High School</i> will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Paul Laurence Dunbar High School</i> will decrease novice in Reading to <ul style="list-style-type: none"> <li>African American students &lt;35%</li> <li>English Language Learners &lt;54%</li> <li>Hispanic students &lt;35%</li> </ul>	By 2024, <i>Paul Laurence Dunbar High School</i> will decrease novice in Reading to <ul style="list-style-type: none"> <li>African American students &lt;25%</li> <li>English Language Learners &lt;35%</li> <li>Hispanic students &lt;25%</li> </ul>	By 2025, <i>Paul Laurence Dunbar High School</i> will decrease novice in Reading to <15%. <ul style="list-style-type: none"> <li>African American students &lt;15%</li> <li>English Language Learners &lt;15%</li> <li>Hispanic students &lt;15%</li> </ul>
By 2023, <i>Paul Laurence Dunbar High School</i>	By 2024, <i>Paul Laurence Dunbar High School</i> will	By 2025, <i>Paul Laurence Dunbar High School</i> will

<p>will decrease novice in Math to</p> <ul style="list-style-type: none"> <li>● African American students &lt;35%</li> <li>● English Language Learners &lt;41%</li> <li>● Hispanic students &lt;35%</li> </ul> <p>By 2023, <i>Paul Laurence Dunbar High School</i> will decrease novice in Science to</p> <ul style="list-style-type: none"> <li>● African American students &lt;61%</li> <li>● English Language Learners &lt;65%</li> <li>● Hispanic students &lt;46%</li> </ul> <p>By 2023, <i>Paul Laurence Dunbar High School</i> will decrease novice in Social Studies to</p> <ul style="list-style-type: none"> <li>● African American students &lt;55%</li> <li>● English Language Learners &lt;69%</li> <li>● Hispanic students &lt;44%</li> </ul> <p>By 2023, <i>Paul Laurence Dunbar High School</i> will decrease novice in Combined Writing to</p> <ul style="list-style-type: none"> <li>● African American students &lt;38%</li> <li>● English Language Learners &lt;50%</li> <li>● Hispanic students &lt;22%</li> </ul>	<p>decrease novice in Math to .</p> <ul style="list-style-type: none"> <li>● African American students &lt;25%</li> <li>● English Language Learners &lt;30%</li> <li>● Hispanic students &lt;25%</li> </ul> <p>By 2023, <i>Paul Laurence Dunbar High School</i> will decrease novice in Science to</p> <ul style="list-style-type: none"> <li>● African American students &lt;41%</li> <li>● English Language Learners &lt;43%</li> <li>● Hispanic students &lt;33%</li> </ul> <p>By 2023, <i>Paul Laurence Dunbar High School</i> will decrease novice in Social Studies to</p> <ul style="list-style-type: none"> <li>● African American students &lt;40%</li> <li>● English Language Learners &lt;46%</li> <li>● Hispanic students &lt;34%</li> </ul> <p>By 2023, <i>Paul Laurence Dunbar High School</i> will decrease novice in Combined Writing to</p> <ul style="list-style-type: none"> <li>● African American students &lt;24%</li> <li>● English Language Learners &lt;30%</li> <li>● Hispanic students &lt;16%</li> </ul>	<p>decrease novice in Math to &lt;15%.</p> <ul style="list-style-type: none"> <li>● African American students &lt;15%</li> <li>● English Language Learners &lt;15%</li> <li>● Hispanic students &lt;15%</li> </ul> <p>By 2023, <i>Paul Laurence Dunbar High School</i> will decrease novice in Science to &lt;21%.</p> <ul style="list-style-type: none"> <li>● African American students &lt;21%</li> <li>● English Language Learners &lt;21%</li> <li>● Hispanic students &lt;21%</li> </ul> <p>By 2023, <i>Paul Laurence Dunbar High School</i> will decrease novice in Social Studies to &lt;23%.</p> <ul style="list-style-type: none"> <li>● African American students &lt;23%</li> <li>● English Language Learners &lt;23%</li> <li>● Hispanic students &lt;23%</li> </ul> <p>By 2023, <i>Paul Laurence Dunbar High School</i> will decrease novice in Combined Writing to &lt;10%.</p> <ul style="list-style-type: none"> <li>● African American students &lt;10%</li> <li>● English Language Learners &lt;10%</li> <li>● Hispanic students &lt;10%</li> </ul>
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English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Paul Laurence Dunbar High School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 30%.	By 2024, <i>Paul Laurence Dunbar High School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 30%.	By 2025, <i>Paul Laurence Dunbar High School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 30%.

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#) – PLD copy linked

### ***Year 1 Focus Areas***

Teaching and Learning: PLCs use the PDSA model effectively to improve student learning				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source



Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-Secondary Readiness, Graduation Rate	Design and Deliver Instruction	The Instructional Leadership Team will be trained to refresh teachers on culturally responsive and active student engagement strategies such as Marzano, Kagan, ELLevation, inquiry model, and academic discourse. Using the PDSA process in the PLC protocol, PLCs will intentionally include the strategies in their lesson planning. Teachers will share successes during PLC, department, and faculty meetings.	ILT meeting agendas and minutes, PLC PDSA documentation, department meeting agendas and minutes, faculty meeting agendas and minutes, walkthrough data	Section 6
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-Secondary Readiness, Graduation Rate	Design and Deploy Standards	All teachers will continue to implement standards-based grading with fidelity using Tier 1 instructional and behavior supports including scaffolding to high levels of rigor in all classes and building routines for in-class remediation and reassessments.	ILT meeting agendas and minutes, PLC PDSA documentation, department meeting agendas and minutes, SBG committee meeting agendas and minutes, faculty meeting agendas and minutes, walkthrough data, grade book checks	Section 6

**Progress Monitoring**

January 2023, March 2023, June 2023

<b>Interdisciplinary Literacy Instruction</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading (all content areas)	Design and Deliver Instruction	All courses will include fiction and nonfiction reading relevant to content area learning using complex, grade-level passages. PLD schoolwide literacy strategies, interdisciplinary literacy practices, and essential ELL strategies will support student comprehension and learning.	PLC PDSA documentation, walkthrough data	NA
Combined Writing (all content areas)	Design and Deliver	Per the PLD writing policy, each semester all classes will produce at least two writing to	Literacy Team agendas and minutes,	Section 6

	Instruction	demonstrate learning (written responses for formative or summative assessments including on-demand and timed writing).	PLC PDSA documentation, walkthrough data	
Combined Writing (all content areas)	Design, Align, and Deliver Support	Reconvene the school literacy team to support and monitor the implementation of the SBDM writing policy strategies and requirements.	Literacy Team agendas and minutes, department meeting agendas and minutes	NA
Science	Design and Deliver Instruction	Science teachers will routinely incorporate literacy practices in their instruction that incorporate reading, interpreting and analyzing data via charts, graphs, and tables.	PLC PDSA documentation, walkthrough data	NA
English Learner Progress	Design and Deliver Instruction	Train all teachers in foundational EL learning strategies during faculty meetings.	Faculty meeting agendas, resources uploaded in shared teacher drive, PLC records, walkthrough data	NA
English Learner Progress	Design, Align, and Deliver Support	Routinely incorporate spoken academic vocabulary assessments using a computer-based recording program. Use the progress monitoring model to monitor students' growth.	Student progress monitoring data	NA
<b><u>Progress Monitoring</u></b>				
January 2023, March 2023, June 2023				

<b>Assessment – Refine Balanced Assessment System</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-Secondary Readiness,	Design and Deliver Assessment Literacy	PLCs will continue to develop and refine daily learning targets and success criteria as well as detailed rubrics and models of exemplary work. Teachers will teach students to use the exemplars and the rubric criteria to identify strengths and areas for growth. PLCs will develop a self-assessment tracking system for students to utilize for monitoring and goal setting.	ILT meeting agendas and minutes, PLC PDSA documentation, department meeting agendas and minutes, SBG committee meeting agendas and minutes, faculty meeting agendas and	Section 6

Graduation Rate			minutes, walkthrough data, grade book checks	
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-Secondary Readiness, Graduation Rate	Review, Analyze and Apply Data	Teachers will routinely analyze formative assessment results to plan Tier One interventions and extensions prior to the summative assessment in order to move all students to mastery and beyond.	PLC PDSA documentation, grade distribution data, common assessment data	NA – embedded in PD hours
Post-Secondary Readiness	Design and deliver assessment literacy	Content teachers will incorporate learning probes of essential skills and prior content using time-pressured multiple-choice assessments (5 questions in 5 minutes) to practice identifying the most accessible questions and strategies to eliminate or verify answer choices.	PLC PDSA documents, walkthrough data	Section 6, District curriculum resources
<b><u>Progress Monitoring</u></b>				
January 2023, March 2023, June 2023				

<b>Multi-Tiered Systems of Support</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Achievement Gap	Design, Align and Deliver Support	Students performing below the 40th percentile in reading and/or math will be scheduled for MTSS academic support classes. Counselors and SPST review student academic data and consult with core teachers to place students into MTSS academic classes and to remove students when they have met their goals.	Student schedule review, SPST agendas and minutes, interventions tracker, progress monitoring data	Section 6
Post-Secondary Readiness, Quality of School Climate and Safety	Design, Align and Deliver Support	SPST will continue to meet weekly to review student data and new referrals. SPST will assign mentors and/or small group support to students exhibiting excessive absences or	SPST agendas and minutes, interventions tracker, SPST decision rules	NA

other non-academic barriers to learning.

**Progress Monitoring**

January 2023, March 2023, June 2023

**Structures to Ensure Post-Secondary Readiness**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Post-Secondary Readiness	Design, & Deliver Instruction	All students have a CCR period that focuses on life skills, college selection, application, and funding, work-related etiquette and skills, financial literacy, college admissions test preparation, and introduction to the career options. These systems will give students greater access to marketable skills and certifications that they can carry with them beyond school to increase their opportunities. They also will ensure that all students have direct instruction and guided support regarding the college application process.	CCR committee agendas and minutes, CCR block lesson plans, student survey data	Section 6
Post-Secondary Readiness	Design, Align, Deliver Support Processes	<p>Career: Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Scheduling materials will be developed to clearly define Career Pathway requirements and benefits to attaining Career Ready status. All 9th graders will be scheduled for an introductory CTE course of their choice. CTE teachers will conference with students to identify and schedule them for the next course in the pathway sequence.</p> <p>Academic: ACT: Teachers will routinely teach standardized ACT test-taking strategies. Students will be encouraged to take more AP and Dual Credit classes. AP: 3 or higher on the exam for a test in the category (science/math or English/Social Studies/Fine Arts) Dual Credit: grade of C or higher on 6 or more hours of KDE-approved Dual Credit in the category.</p>	Scheduling materials, TEDS data, student schedule reviews, PLC PDSA documents,	Section 6, District curriculum resources

Science	Establishing Learning Culture and Environment	Clarify scheduling practices for newcomer EL students to ensure that they take biology by 11th grade.	Student support team agenda and minutes, scheduling materials, student schedule review	NA
Graduation rate	Review, Analyze and Apply Data	Utilize ROIS data to assist in identifying students at risk for remediation, failure and/or untimely graduation. The Student Problem Solving Team will review students at an increased risk for not graduating on time and ensure they are matched with appropriate supports and interventions, making adjustments as needed.	ROIS data, SPST agendas and minutes, graduation plan review	NA
Graduation Rate	Establish Learning Culture and Environment	Students who fail courses will be scheduled into credit recovery classes and district-provided online credit programs to ensure they remain on track for graduation.	Credit recovery completion data, student transcript review	District-provided online credit recovery licenses

**Progress Monitoring**

January 2023, March 2023, June 2023

**Culture/Climate: Provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Quality of School Climate and Safety	Design, Align, Deliver Support Processes	Protect instructional time for Green Dot bystander training for all 9th-grade students, emphasizing strategies that focus on bullying prevention and reporting.	Green Dot agendas and minutes, Faculty meeting agendas, SEL lesson plans, discipline data	Section 6
Quality of School Climate and Safety	Design, Align, Deliver Support Processes	Continue to refine meaningful SEL instruction for all students.	Faculty meeting agendas, SEL lesson plans, student survey data	Section 6
Quality of School Climate and Safety	Design, Align, Deliver	Create a student equity committee to engage in data review, problem-solving, and making recommendations.	Student equity committee meeting agendas and minutes	Section 6

	Support Processes			
Quality of School Climate and Safety, English Learner Progress	Establishing Learning Culture and Environment	Train all teachers in the use of home language communication tools.	Communication logs	NA
Quality of School Climate and Safety, Post-Secondary Readiness	Establishing Learning Culture and Environment	Continue to explore community partnerships for community service, Dual Credit courses, job shadowing, and work-based learning.	Communication logs, partnership agreements	NA
<b><u>Progress Monitoring</u></b>				
January 2023, March 2023, June 2023				

### ***Year 2 Focus Areas***

<b>Teaching and Learning: PLCs use the PDSA model effectively to improve student learning</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Assessment Literacy	Provide teachers professional learning to develop their skills on creating varied methods of success criteria and co-constructing success criteria aligned to essential standards and increase self-efficacy.	Professional development materials, faculty meeting agendas, walkthrough data	Section 6
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Assessment Literacy	Develop tools and routines to expand opportunities for students to monitor their learning and the PLCs to monitor student growth.	Student self-monitoring tools, PLC PDSA documents	NA
<b><u>Progress Monitoring</u></b>				
January 2024, March 2024, May 2024				

<b>Interdisciplinary Literacy Instruction</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Instruction	Train teachers on processes to integrate effective literacy practices specific to their disciplines in all content areas.	Professional development materials, faculty meeting agendas, walkthrough data	Section 6
Reading, Combined Writing	Review, Analyze, Apply Data Results	Develop a monitoring system to ensure the implementation of the school writing policy with fidelity.	Literacy team agendas and minutes	NA
<b><u>Progress Monitoring</u></b>				
January 2024, March 2024, May 2024				

<b>Assessment – Refine Balanced Assessment System</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Review, Analyze, Apply Data Results	Develop and deploy systems to collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions.	Data analysis documentation	NA
<b><u>Progress Monitoring</u></b>				
January 2024, March 2024, May 2024				

<b>Multi-Tiered Systems of Support</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Culture of School Climate and Safety	Design, Align and Deliver Support	Refine decision rules and monitoring processes for Tier 2 and Tier 3 behavior-focused supports.	SPST agendas and minutes	NA

	Processes			
Reading, Math, English Learner Progress, Achievement Gap	Review, Analyze, Apply Data Results	Develop consistent processes for collecting CBM data and using results to make intervention decisions for academic supports.	CBM assessment instructions and schedules, data analysis procedures	District
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Culture of School Climate and Safety	Design, Align and Deliver Support Processes	Investigate potential master-schedule adjustments to incorporate regular, dedicated time for Tier 1 supports for all students.	Scheduling committee agendas and minutes, ILT agendas and minutes	NA
<b><u>Progress Monitoring</u></b>				
January 2024, March 2024, May 2024				

<b>Structures to Ensure Post-Secondary Readiness</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Post-Secondary Readiness	Design, Align and Deliver Support Processes	Clarify the scheduling process to ensure CTE pathways policy is implemented with fidelity and the course progressions include 8th-grade credit attainment options.	Student schedule review, TEDS data	NA
Post-Secondary Readiness	Design, Align and Deliver Support Processes	Analyze participation, completion, and post-secondary readiness attainment for each pathway.	TEDS data, school accountability data	NA
<b><u>Progress Monitoring</u></b>				
January 2024, March 2024, May 2024				

**Culture/Climate: Provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.**



<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Quality of School Climate and Safety	Design, Align, Deliver Support Processes	Explore options to provide protected planning time for Green Dot training staff during the school day.	Scheduling committee minutes	Section 6
Quality of School Climate and Safety	Design, Align and Deliver Support Processes	Expand culturally responsive student support and engagement group offerings.	Small group and club lists	NA
Quality of School Climate and Safety	Design, Align and Deliver Support Processes	Explore off-site options for family engagement events.	Equity committee agendas and minutes	NA
<b><u>Progress Monitoring</u></b>				
January 2024, March 2024, June 2024				

### ***Year 3 Focus Areas***

<b>Teaching and Learning: PLCs use the PDSA model effectively to improve student learning</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Instruction	Utilize the district-developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for grade-appropriate instruction, which is cognitively engaging.	PLC PDSA documentation	NA
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner	Design and Deliver Instruction	Continue to monitor student progress in all tiers of instruction with fidelity checks of curriculum, unit framework alignment, and student learning outcomes.	PLC administration visits, walkthrough data	NA

Progress				
<b><u>Progress Monitoring</u></b>				
January 2025, March 2025, May 2025				

<b>Interdisciplinary Literacy Instruction</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Combined Writing	Review, Analyze, and Apply Data	Utilize data to inform coaching and actionable feedback.	School, department, and PLC data analysis	NA
<b><u>Progress Monitoring</u></b>				
January 2025, March 2025, May 2025				

<b>Assessment – Refine Balanced Assessment System</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Assessment Literacy	Deploy assessment practices to ensure a balanced approach to standards mastery that includes aligned and calibrated formative and summative assessments at the school and district level.	Assessment schedules, assessment tasks, gradebook checks	NA
<b><u>Progress Monitoring</u></b>				
January 2025, March 2025, May 2025				

<b>Multi-Tiered Systems of Support</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, English Learner Progress, Achievement Gap	Review, Analyze, and Apply Data	Conduct needs assessment of MTSS structures to identify and correct gaps in service.	SPST documentation	NA
<b><u>Progress Monitoring</u></b>				

January 2025, March 2025, May 2025

**Structures to Ensure Post-Secondary Readiness**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Post-Secondary Readiness	Review, Analyze, and Apply Data	Utilize data to inform structures, practices, and actionable feedback.	Data analysis, survey data	NA

**Progress Monitoring**

January 2025, March 2025, May 2025

**Culture/Climate: Provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Quality of School Climate and Safety	Review, Analyze, and Apply Data	Utilize data to inform structures, practices, and actionable feedback.	Data analysis, survey data	NA

**Progress Monitoring**

January 2025, March 2025, May 2025