Paul Laurence Dunbar High School's Comprehensive School Improvement Plan (CSIP) 2022-25

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. As of 2023, the current level is 50%.

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. As of 2023, the current level is 41%

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. As of 2023, the current level is 23%.

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. As of 2023, the current level is 48%.

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. As of 2023, the current level is 43%.

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 23%.

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. As of 2023, the current index is 61.8 with 63.2% climate and 60.3% 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 92.5%.	

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 73.7%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, *Paul Laurence Dunbar High School* will increase P/D in Reading to 57%. 2022 P/D in Reading was 55% By 2023, *Paul Laurence Dunbar High School* will increase P/D in Math to 52%. 2022 P/D in Math was 50%	By 2024, *Paul Laurence Dunbar High School* will increase P/D in Reading to 59%. It is 50%. By 2024, *Paul Laurence Dunbar High School* will increase P/D in Math to 54%. It is 41%.	By 2025, *Paul Laurence Dunbar High School* will increase P/D in Reading to 62%. By 2025, *Paul Laurence Dunbar High School* will increase P/D in Math to 57%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, *Paul Laurence Dunbar High School* will increase P/D in Science to 33%. 2022 P/D in Science was 27%). By 2023, *Paul Laurence Dunbar High School* will increase P/D in Social Studies to 50%. 2022 P/D in Social Studies was 46%. By 2023, *Paul Laurence Dunbar High School* will increase P/D in Combined Writing to 54%. 2022 P/D in Combined Writing was 51%.	By 2024, *Paul Laurence Dunbar High School* will increase P/D in Science to 39%. It is 23%. By 2024, *Paul Laurence Dunbar High School* will increase P/D in Social Studies to 55%. It is 48%. By 2024, *Paul Laurence Dunbar High School* will increase P/D in Combined Writing to 57%. It is 43%.	By 2025, *Paul Laurence Dunbar High School* will increase P/D in Science to 45%. By 2025, *Paul Laurence Dunbar High School* will increase P/D in Social Studies to 60%. By 2025, *Paul Laurence Dunbar High School* will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives	

Year 1	Year 2	Year 3
By 2023, *Paul Laurence Dunbar High School* will decrease novice in Reading to ● African American students <35%, in 2022 it was 44%, in 2023 it is 62% ● English Language Learners <54%, in 2022 it was 73%, in 2023 it is 69% ● Hispanic students <35%, in 2022 it was 45%, in 2023 it is 45% By 2023, *Paul Laurence Dunbar High School* will decrease novice in Math to ● African American students <35%, in 2022 it was 44%, in 2023 it is 55% ● English Language Learners <41%, in 2022 it was 53%, in 2023 it is 56% ● Hispanic students <35%, in 2022 it was 36%, in 2023 it is 48% By 2023, *Paul Laurence Dunbar High School* will decrease novice in Science to ● African American students <61%, in 2022 it was 81% , in 2023 it is 58% ● English Language Learners <65%, in 2022 it was 87%, in 2023 it is 80% ● Hispanic students <46%, in 2022 it was 58%, in 2023 it is 62% By 2023, *Paul Laurence Dunbar High School* will decrease novice in Social Studies to ● African American students <55%, in 2022 it was 70%, in 2023 it is 55% ● English Language Learners <69%, in 2022 it was 91%, in 2023 it is 71% ● Hispanic students <44%, in 2022 it is 54%, in 2023 it was 46% By 2023, *Paul Laurence Dunbar High School* will decrease novice in Combined Writing to ● African American students <38%, in	By 2024, *Paul Laurence Dunbar High School* will decrease novice in Reading to ● African American students <25% ● English Language Learners <35% ● Hispanic students <25% By 2024, *Paul Laurence Dunbar High School* will decrease novice in Math to . ● African American students <25% ● English Language Learners <30% ● Hispanic students <25% By 2023, *Paul Laurence Dunbar High School* will decrease novice in Science to ● African American students <41% ● English Language Learners <43% ● Hispanic students <33% By 2023, *Paul Laurence Dunbar High School* will decrease novice in Social Studies to ● African American students <40% ● English Language Learners <46% ● Hispanic students <34% By 2023, *Paul Laurence Dunbar High School* will decrease novice in Combined Writing to ● African American students <24% ● English Language Learners <30% ● Hispanic students <16%	By 2025, *Paul Laurence Dunbar High School* will decrease novice in Reading to <15%. ● African American students <15% ● English Language Learners <15% ● Hispanic students <15% By 2025, *Paul Laurence Dunbar High School* will decrease novice in Math to <15%. ● African American students <15% ● English Language Learners <15% ● Hispanic students <15% By 2023, *Paul Laurence Dunbar High School* will decrease novice in Science to <21%. ● African American students <21% ● English Language Learners <21% ● Hispanic students <21% By 2023, *Paul Laurence Dunbar High School* will decrease novice in Social Studies to <23%. ● African American students <23% ● English Language Learners <23% ● Hispanic students <23% By 2023, *Paul Laurence Dunbar High School* will decrease novice in Combined Writing to <10%. ● African American students <10% ● English Language Learners <10% ● Hispanic students <10%

• 2022 it was 52%, in 2023 it is 40% • English Language Learners <50%, in 2022 it was 69%, in 2023 it is 65% • Hispanic students <22%, in 2022 it was 28%, in 2023 it is 42%	

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, *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 21.4%. In 2023, it is 23%	By 2024, *Paul Laurence Dunbar High School* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. In 2022, the current level was 21.4%; in 2023 it is 23%	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.

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

KDE CSIP Additional Information - 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

Interdisciplinary Literacy Instruction				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
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 Instruction	Per the PLD writing policy, each semester all classes will produce at least two writing to demonstrate learning (written responses for formative or summative assessments including on-demand and timed writing).	Literacy Team agendas and minutes, PLC PDSA documentation, walkthrough data	Section 6
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

Progress Monitoring

January 2023, March 2023, June 2023

Assessment – Refine Balanced Assessment System				
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 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 minutes, walkthrough data, grade book checks	Section 6
Reading, Math, Science, Social Studies, Combined	Review, Analyze and Apply Data	Teachers will routinely analyze formative assessment results to plan Tier One interventions and extensions prior to the	PLC PDSA documentation, grade distribution data,	NA – embedded in PD hours

Writing, Achievement Gap, English Learner Progress, Post-Secondary Readiness, Graduation Rate		summative assessment in order to move all students to mastery and beyond.	common assessment data	
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
Progress Monitoring				
January 2023, March 2023, June 2023				

Multi-Tiered Systems of Support				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
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 other non-academic barriers to learning.	SPST agendas and minutes, interventions tracker, SPST decision rules	NA
Progress Monitoring				
January 2023, March 2023, June 2023				

Structures to Ensure Post-Secondary Readiness				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
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	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.

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. | Scheduling materials, TEDS data, student schedule reviews, PLC PDSA documents, | Section 6, District curriculum resources |
| Science | Establishing Learning Culture and | Clarify scheduling practices for newcomer EL students to ensure that they take biology by 11th grade. | Student support team agenda and minutes, scheduling materials, | NA |

	Environment		student schedule review	
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.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
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 Support	Create a student equity committee to engage in data review, problem-solving, and making recommendations.	Student equity committee meeting agendas and minutes	Section 6

	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
Progress Monitoring				
January 2023, March 2023, June 2023				

Year 2 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	Review, Analyze and Apply Data Results	Provide teachers and PLC teams professional learning and networking opportunities to implement data analysis processes to plan standards-based instruction and respond to student learning to increase self-efficacy.	Measures of success: ● Professional development materials ● PLC data protocols ● PLC Tier 1 support implementation plan Progress monitoring: ● PLC leads will submit completed data protocols and Tier 1 support plans with PLC minutes ● Principals will	Section 6

			monitor use of tools and routines through walkthroughs, PLC visits, and evaluations	
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Establish Learning Environment and Culture	Collaborate with ILT and teachers to develop tools and routines to expand opportunities for students to monitor their learning and the PLCs to monitor student growth.	Measures of success: ● student self-monitoring tools ● PLC PDSA documents Progress monitoring: ● PLC leads will submit student monitoring tools ● Principals will monitor use of tools and routines through walkthroughs, PLC visits, and evaluations	NA
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Instruction	Design and deploy professional development to increase the use of the following high-yield strategies that, according to the 2023 teacher Tier 1 survey, are currently being under-used: ● Marzano: nonlinguistic representation ● EL practices: teach and use meaning-making strategies ● Reading strategies: SQ3R ● Acceleration strategies: extensions through interdisciplinary connections, self-directed project-based learning, complex/elaborate/in-depth investigations	Measures of success: ● PD plan ● Training materials ● Walkthrough data ● PLC planning records Progress monitoring: ● PLC leads will submit planning documents that include use of these strategies ● Principals will monitor use of	Section 6/PD

			tools and routines through walkthroughs, PLC visits, and evaluations	

Progress Monitoring				
January 2024, March 2024, May 2024				

Interdisciplinary Literacy Instruction				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
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 to meet the needs of ALL children (e.g. disability, EL, GT, etc.). Focus on practices that, according to the 2023 teacher Tier1 survey, are currently being under-used: ● high-level vocabulary ● building stamina with primary sources and complex, discipline-specific texts ● synthesizing information from multiple sources ● timed writing (on-demand, extended response, mathematical justification), ● argumentative writing including claim, counterclaim, and refutation.	Measures of success: ● professional development materials ● faculty department meeting agendas ● walkthrough data Progress monitoring: ● PLC leads will include literacy practices on their PLC minutes ● Principals will monitor the integration of effective literacy practices through walkthroughs, PLC visits, and evaluations	Section 6
Reading, Combined Writing	Review, Analyze, Apply Data Results	Develop a monitoring system to ensure the implementation of the school writing program with fidelity.	Measures of success: ● literacy team agendas and minutes ● monitoring system	NA

			Progress monitoring: literacy team will monitor the use of the monitoring system and the fidelity of the implementation of the writing program	
English Learner Progress	Review, Analyze, Apply Data Results	Increase direct and intentional speaking and writing instruction in EL classes using the released ACCESS rubrics for assessment to monitor their progress.	Measures of success: - Instruction planning and implementation documented in PLC PDSA documents - Assessments designed, administered, and results analyzed at student level - Student progress monitoring process designed and implemented Progress monitoring: - PLC lead will monitor planning, design, and implementation - Department leadership will report progress to the principal	NA
Progress Monitoring				
January 2024, March 2024, May 2024				

Assessment – Refine Balanced Assessment System

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
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 formative, summative, and common unit assessments to inform classroom instruction and curriculum decisions.	Measures of success: ● system developed ● teachers trained on system (faculty/ department meetings) ● data analysis documentation ● PLC documentation of Tier 1 instructional supports ● mastery of essential standards from each unit framework Progress monitoring: ● analysis of common assessment data at PLC and department meetings	NA
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Assessment Literacy	Develop a plan for students in state-testing grade levels to practice tests with released items in the format of the state tests and scored using released rubrics and scoring guides.	Measures of success: ● Practice testing schedule ● PLC data analysis and intervention plan Progress monitoring: ● ILT will review analyzed practice test results	NA
Progress Monitoring				

January 2024, March 2024, May 2024

Multi-Tiered Systems of Support

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Culture of School Climate and Safety	Design, Align and Deliver Support	Refine SPST decision rules and monitoring processes for Tier 2 and Tier 3 behavior-focused supports.	Measures of success: SPST agendas and minutes Progress monitoring: Documentation of decision rules and progress monitoring	NA
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.	Measures of success: CBM assessment instructions and schedules, data analysis procedures Progress monitoring: BAC and MTSS committee will monitor implementation and report to the principal	District

Progress Monitoring

January 2024, March 2024, May 2024

Structures to Ensure Post-Secondary Readiness

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Post-Secondary Readiness	Design, Align and Deliver Support	Clarify the scheduling process to ensure CTE and Fine Arts pathways policies are implemented with fidelity and the course progressions include 8th-grade credit attainment options.	Measures of success: Counselor checklist, student schedule review, TEDS data Progress monitoring: Head counselor,	NA

			BAC, and CCR coach will collaborate to monitor and report to the principal	
Post-Secondary Readiness	Review, Analyze, and Apply Data Results	Analyze participation, completion, and post-secondary readiness attainment for each pathway, including non-CTE pathways and pathways at A5 schools.	Measures of success: TEDS data, school accountability data Progress monitoring: BAC, CCR coach will report to the principal	NA
Post-Secondary Readiness	Design, Align and Deliver Support	Explore and develop alternative paths to graduation (e.g. night/weekend program, online programs, compressed credits, 22 credit program) for non-traditional and at-risk students to allow them to work while completing their graduation requirements.	Measures of success: ● Working group formed ● Models identified and reviewed by team ● Plan(s) developed Progress monitoring: ● Group lead will report to principal	NA
Post-Secondary Readiness	Design and deliver assessment literacy	Core classes primarily serving 10th and 11th grade students will give bell-ringers using released ACT questions and test-taking strategies at least weekly.	Measures of success: ● Released items, answers, and justifications gathered and organized for weekly delivery ● Progress monitoring plan established and implemented ● Teachers trained on materials and implementation plan ● Increased ACT scores	Section 6

			Progress monitoring: ● Teacher and student-level progress monitoring will be built into the implementation plan ● PLC leads will lead data analysis ● Department chair will report to principal	
Post-Secondary Readiness	Review, Analyze, and Apply Data Results	Build a system for monitoring post-secondary readiness attainment for academic and career readiness. Develop scheduling practices that ensure all students have a viable route to attain post-secondary readiness in one or both areas.	Measures of success: ● Create team including CTE, BAC, CCC, and student support to design the monitoring system ● Student support will revise their scheduling checklist to include post-secondary readiness procedures ● All students will be scheduled to meet their individual goals and have an intentional path to post-secondary readiness attainment Progress monitoring:	NA

			● Team will review student schedules, TEDS, and ROIS data ● Team lead will report to principal	

Progress Monitoring
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.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Quality of School Climate and Safety	Design, Align, Deliver Support	Explore options to provide protected planning time for Green Dot training staff during the school day.	Measures of success: Scheduling committee minutes, 2024-25 master schedule Progress monitoring: head counselor will report to the principal	NA
Quality of School Climate and Safety	Design, Align and Deliver Support	Expand culturally responsive student support and engagement group offerings.	Measures of success: Small group and club lists Progress monitoring: SBDM through club approvals	NA
Quality of School Climate and Safety	Design, Align and Deliver Support	Explore off-site options for family engagement events.	Measures of success: Equity Unity and Belonging committee and FACE team agendas and minutes Progress monitoring: committee chairs will	Title 1

			report to the principal	
Quality of School Climate and Safety	Establishing Learning Culture and Environment	Identify and schedule high-quality professional development on culturally responsive teaching and learning focused on encouraging students to leverage their cultural capital and building relationships with at-risk students.	Measures of success: PD plan, training materials, planning documents showing implementation Progress monitoring: Unity and Belonging committee will coordinate with administration team to schedule PD, PLC leads will monitor implementation	Section 6/PD
Quality of School Climate and Safety, Post-secondary Readiness	Establishing Learning Culture and Environment	Plan and schedule student and parent focus groups to identify how to successfully engage underperforming students in learning.	Measures of success: members identified, questions prepared, location secured, information analyzed to determine next-steps. Progress monitoring: Student Unity and Belonging committee sponsor report to principal	Title 1/FRYSC
Progress Monitoring				
January 2024, March 2024, June 2024				

Year 3 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	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 Progress	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 Monitoring				
January 2025, March 2025, May 2025				

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

Assessment – Refine Balanced Assessment System				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner	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

Progress				

Progress Monitoring

January 2025, March 2025, May 2025

Multi-Tiered Systems of Support				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
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
Quality of School Climate and Safety	Review, Analyze, Apply Data Results	Establish data processes to progress monitor Tier 1 behaviors using eOS. Develop a routine process to review and analyze the data and decision rules to match students in need of support with appropriate interventions.	Measures of success: weekly eOS team meeting minutes, decision rules, and intervention plans Progress monitoring: team lead will report to administration team	NA
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Culture of School Climate and Safety	Design, Align and Deliver Support	Investigate potential master-schedule adjustments to incorporate regular, dedicated time for Tier 1 supports for all students.	Measures of success: Scheduling committee agendas and minutes, ILT agendas and minutes Progress monitoring: Scheduling committee chair will report to principal	NA

Progress Monitoring

January 2025, March 2025, May 2025

Structures to Ensure Post-Secondary Readiness

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
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.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-Secondary Readiness, School Climat and Safety	Establishing Learning Culture and Environment	Develop "Portrait of a Bulldog" to establish a culture of learning through shared language and expectations for the students' active role as a learner.	Measures of Success: ● Workgroup established ● Action plan established Progress Monitoring: ● Group lead will report to principal	NA
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

2023-2024 Phase One: Executive Summary for Schools_08282023_10:30

2023-2024 Phase One: Executive Summary for Schools

Paul Laurence Dunbar High School
Scott Loscheider
1600 Man O'war Blvd
Lexington, Kentucky, 40513
United States of America

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Paul Laurence Dunbar High School

2023-2024 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 Title 1 high school with a very diverse population in terms of ethnicity and socioeconomic makeup. We currently have 1901 students enrolled. Our demographic breakdown is 40.26% White, 13.93% African-American, 31.5% Hispanic, 10.4% Asian, and 3.69% other. 50% of our students qualify for Free/Reduced Lunch, 7.23% of our students have Individual Education Plans, 14.2% of our students are English Language Learners, and 23.11% 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 (MSTC) is an application-based selective Gifted and Talented program founded when the school opened that includes 211 students from across Fayette County. All MSTC students complete a Capstone Research Project which allows them to work with mentors from the community, such as professors at the University of Kentucky.

Dunbar provides a rigorous and well-rounded education to our diverse student body. Almost all of our students participate in a career pathway, more than half of our students study the arts, and over the course of their careers, more than half of our students earn college credit through our extensive Advanced Placement and Dual Credit offerings. We also offer a wide range of world language and elective opportunities and an extensive ELL program. As a standards-based grading school, we emphasize a mastery learning approach with robust Tier 1 supports to ensure that all students have the opportunity to reach their full potential.

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 10% of our diverse total student population. Another challenge to our school community is how to best meet the needs of our growing Hispanic and ELL populations, while at the same time providing a very rigorous course of study.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

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Dunbar is one of 6 comprehensive high schools in Fayette County Public Schools. Our SBDM council, which includes parents, teachers, and administration, serves as the official outlet for stakeholder input. Additionally, our parents engage with the school through PTSA, booster clubs to support athletic and extra-curricular programs, surveys, and 2-way communication with the school's staff. Students have input through the Student Council, various clubs, programs, and organizations, surveys, and 2-way communication with the school's staff. We engage our community through Career and Technical Education advisory boards and community partnerships for financial literacy, Dual Credit, student work-based learning, various community fairs, and as volunteers.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Paul Laurence Dunbar High School's mission is "Dunbar High School's faculty and staff, in partnership with parents and community members, empower all students to achieve high standards for academics, integrity, leadership, and citizenship." Our vision is "Every student college and career-ready." These drive everything we do at Dunbar. We have incorporated this vision into our Dunbar PRIDE Guidelines for Success, which are reviewed daily during the morning greeting and are posted in all classrooms and throughout the building. Rules and expectations are developed based on these guiding principles.

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.

Paul Laurence Dunbar High School has a lot to celebrate. During the 2022-23 school year, we had 31 National Merit Semifinalists and 28 National Merit Scholar Finalists, 10 candidates for the U.S. Presidential Scholars Program and 3 semifinalists, 4 International Science and Engineering Fair Finalists, 15 perfect ACT scores, 79 AP Scholars, 33 AP Scholars with Honor, and 102 AP Scholars with Distinction. In athletics, we were back-to-back State Champions in Boys Soccer and Swim and Dive (combined division), and state semi-finalists in Girls Volleyball. Our Fine Arts areas consistently receive distinguished ratings for our band, orchestra, and choir programs, and our drama program was the Kentucky winner of the United States of Frozen competition in which one school from each state was chosen to be the first to present Frozen: The Broadway Musical. AP Spanish, Statistics, English Language and Composition, English Literature and Composition, 3-D Art and Design, Drawing, US History, World History, US Government, Micro Economics, Macro Economics, Biology, Physics 1, and Physics C scores were well above both state and national

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averages. Additionally, we had 2 Silver Medalists, 3 Bronze Medalists, and 4 Achievement Award winners on the National German Exam.

As a school that is newly participating in Title 1, we are focusing on both student and family engagement. A significant portion of our Title 1 funding is being used to support additional faculty positions, allowing us to maintain smaller class sizes and focus on building strong connections with students. We also will work to build strong, lasting relationships with families and community partners to ensure all stakeholders have a positive influence on our students. Our new and growing FACE team (family and community engagement) has been charged with giving all families a voice in the education of their students.

To meet the needs of our growing English Language Learner population, we have focused on building the capacity of all teachers to implement high-yield EL strategies into their classes, focusing on culturally responsive practices, building background knowledge, previewing and reinforcing academic vocabulary, and increasing opportunities for engagement and academic discourse through collaboration and content-rich speaking and listening activities.

Having successfully established Tier 1 behavior expectations and consistently earning PBIS Gold Status, we have shifted our focus to refining supports for students at the Tier 2 and 3 levels with check and connect, targeted small groups, mentorship, and behavior coach support. Additionally, we have transitioned our in-school suspension program to a restorative support model that includes reflection, goal-setting, and wrap-around support for students.

Closing our achievement gap has been and continues to be our greatest challenge. We are addressing this at the macro level with whole school data analysis through data dashboards using the PDSA protocol and at the student level through classroom-embedded Tier 1 supports for mastery learning.

Additional Information

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

Although Dunbar is large, parents, students, and staff report that it 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 services and the performing arts. We are constantly striving to improve, using data from all stakeholders. We are innovative in our approach to our students' needs, creating systems of support through standards-based grading, MTSS, and PBIS. Our commitment to excellence, high expectations, and emphasis on inclusion is a direct reflection of the old Dunbar High School's heritage and influence.

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2023-2024 Phase Two: The Needs Assessment for Schools

Paul Laurence Dunbar High School
Scott Loscheider
1600 Man O'war Blvd
Lexington, Kentucky, 40513
United States of America

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2023-24 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.

During the 2022-23 school year, area leads submitted implementation evidence and data relevant to the 2022-23 CSIP strategies and goals to the administration team. The Instructional Leadership Team, academic departments, MTSS and PBIS committees meet monthly to review data in critical areas of need and to monitor strategies in place 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.

The PLD SBDM reviewed the 2022-23 CSIP progress monitoring data at their January, March, and May meetings. All CSIP goals were reviewed with the staff and SBDM at their August meetings. State assessment data was not released publically at the time of the October SBDM meeting. As a result, the assistant principal who manages the CSIP recommended that the administration team develop the needs

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assessment based on the embargoed data for the SBDM to review after the public data release at the November meeting.

Embargoed state assessment data was released to school administration on Monday, October 16. The data was reviewed and analyzed by the principal, building assessment coordinator, and the assistant principal who manages the CSIP. Data was shared with the administration team for discussion of priority areas.

The building assessment coordinator shared the data with the staff on October 30, and it was shared with parents through email and Infinite Campus on November 1.

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?

During the 2021-22 school year, we made progress in implementing our CSIP strategies and activities.

EL teachers presented EL strategies to teachers at monthly faculty meetings including the use of Can-Do-Descriptors, vocabulary strategies, sentence and paragraph frames, on-the-fly accommodations, and the use of home-language communication tools. They also initiated practice and progress monitoring of spoken academic vocabulary assessment using the ACCESS released rubric.

The SBG committee presented training for formative feedback, remediation prior to reassessment, aligning assessment ratings to degree of mastery descriptors, looping assessments, skills-based assessments, and used staff and student feedback to recommend revisions to the SBG policy to incentivize student engagement by adding weight to work in the formative category.

The school literacy team reconvened to review the SBDM writing policy. Teachers reviewed the use of the school-wide literacy strategies in a faculty meeting. The English department used the released KSA On-Demand Writing rubric to guide instruction in core classes.

Science classes routinely analyzed data presented in charts, graphs, and tables in addition to practicing released ACT questions in class.

All teachers completed a Canvas course on teacher clarity focused on learning targets, success criteria, student self-assessment, and goal setting. Follow-up presentations at faculty meetings modeled standards trackers for self-evaluation and a goal-setting process.

The school participated in an IXL blast in preparation for the ACT with prizes for individual and class high performers.

MTSS provided academic Tier 2 and Tier 3 support to 321 students in reading and math. SPST provided behavior and SEL support to 221 students.

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The CCR committee developed processes to support implementation of Elevate as the ILP, hosted guest speakers from KEES, Dual Credit providers, and other agencies, and used student and staff feedback to propose a plan to embed CCR content into existing classes.

Counselors collaborated with EL teachers and science teachers to adjust the scheduling practices for newcomer EL students to ensure that they take biology before 11th grade.

Scheduling materials included updated career and fine arts pathways information, counselors entered students pathways into IC during scheduling, additional Dual Credit offerings were included in career pathways for 2023-24.

Student and staff equity committees were established to review data and develop strategies for creating a sense of belonging.

One critical area where we did see an improvement in our performance was with our ELL students in all academic areas. This has been an important focus area for our staff and offers a roadmap for future improvements. Additionally, after a school-wide focus on preparing for the ACT, several of our student gap groups saw gains in their scores.

While we did not reach many of our goals on the 2022-23 state assessment data, we were successful in using school-level data to make several structural adjustments that are being implemented this year to improve students' physical and cognitive engagement with their learning by adding weight to the work students do in the formative category during their learning process, reconvening the literacy team to monitor implementation of the school's writing program, and by emphasizing the need for students to be physically present in class through addressing truancy, tardies, skipping, and excessive hall passes.

Moving forward, the 2023-24 plan will narrow our focus to emphasize high-yield practices that intentionally develop a culture of learning for all students by fostering whole-school fidelity on student engagement and Tier 1 instructional expectations.

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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

On the 2023 KSA, White, Asian, and EL student scores improved in reading and math. African-American and EL students showed improvement in science, social studies, and writing. We also saw a 3% increase in English proficiency growth for EL

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students on the ACCESS test in 2023. The ACT average composite score increased for African-American (+1.9), Hispanic or Latino (+0.3), English Learners (+1.0), and Disability (+1.1) subgroups. There was an overall 2.6 improvement in the social studies KSA index scores. All student subgroups either improved or maintained their levels on the survey of school climate.

Overall, our assessment scores declined during the 2022-23 school year for all subjects except for social studies. The overall percentage of students scoring proficient or distinguished on KSA content area tests dropped by 5% in reading, 9% in mathematics, 4% in science, and 8% in combined writing.

During the 2022-23 school year, 46.3% of the student body accrued 6.5 or more unexcused absences, a substantial increase from pre-pandemic levels. The rates for overall discipline referrals and for the percentage of the student body assigned to in-school and out-of-school suspension increased from 2021-22.

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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

On KSA, the percentage of students scoring proficient and distinguished increased in social studies (+2%) and declined in reading (-5%), math (-9%), science (-4%), and writing (-8%).

On KSA, the overall percentage of students scoring proficient or distinguished was 50% in reading, 41% in mathematics, 23% in science, 48% in social studies, and 43% in combined writing.

On KSA, the percentage of African-American students scoring proficient or distinguished was 19% in reading, 10% in mathematics, 6% in science, 20% in social studies, and 19% in combined writing.

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On KSA, the percentage of students with a Disability who scored proficient or distinguished was 8% in reading and 8% in mathematics.

On KSA, the percentage of English Learners plus Monitored students scoring proficient or distinguished was 7% in reading, 6% in mathematics, 0% in science, 10% in social studies, and 4% in combined writing.

On KSA, the percentage of Economically Disadvantaged students scoring proficient or distinguished was 27% in reading, 19% in mathematics, 7% in science, 26% in social studies, and 23% in combined writing.

On KSA, the percentage of Hispanic or Latino students scoring proficient or distinguished was 23% in reading, 15% in mathematics, 6% in science, 29% in social studies, and 26% in combined writing.

On KSA, the percentage of White students scoring proficient or distinguished was 71% in reading, 61% in mathematics, 32% in science, 61% in social studies, and 50% in combined writing.

Student attendance (ADA) has increased from 89.34% in 2021-22 to 92.94% in 2022-23.

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.

On KSA, the percentage of students scoring novice increased to 29% (+1%) in reading, 32% (+5%) in math, 40% (+1%) in science, 33% in social studies, and 27% (+%5) in combined writing.

The graduation rate for English Learner students is 66.3% in the 4-year cohort and 78.9% in the 5-year cohort compared to 90.6% and 94.3% for all students.

The overall increase in all content areas of students scoring novice coupled with an increase in truancy indicates the need to address attendance, student engagement, and the culture of learning in the building. In addition, we will prioritize planning student-level Tier 1 support through data analysis in PLCs.

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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.

Our English Learners progress score improved from 21.4 to 23, with the highest gains for Hispanic or Latino students.

Average ACT composite scores improved for the following subgroups: African-American 16.6 (+1.9), Hispanic or Latino 16.6 (+0.3), English Learners plus Monitored 13.6 (+1.0), and students with a Disability - with IEP 14.8 (+1.1).

The areas where we saw growth in 2021-22 were areas of focus for the staff. The whole-school participation in the IXL blast and ACT practice in preparation for that test led to improvement for several sub-populations. The improvement in EL scores in all reported areas of the KSA demonstrates the impact of training all staff on key high-yield strategies to support English Learners. The model of intentional Tier 1 supports with student-level monitoring can be leveraged to improve outcomes for all students to reduce novice scores.

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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**
ATTACHMENTS

Attachment Name

📄 PLD Key Elements

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8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

KCWP2: Design and Deliver Instruction

KCWP4: Review, Analyze, and Apply Data Results

KCWP6: Establish Learning Environment and Culture

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Paul Laurence Dunbar High School
Scott Loscheider
1600 Man O'war Blvd
Lexington, Kentucky, 40513
United States of America

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2023-24 Phase Two: School Assurances
Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

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ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assisstance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ○ Yes
- ○ No
- **N/A**

COMMENTS

Embedded in open house 9/7/23

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- ○ Yes
- **No**

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○ N/A

COMMENTS

Family survey

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

● **Yes**
○ No
○ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

● **Yes**
○ No
○ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

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● **Yes**

○ No

○ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**

○ No

○ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**

○ No

○ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

● **Yes**

○ No

○ N/A

COMMENTS

13. The school ensures that information related to school and parent programs,

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meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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17. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

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- **Yes**
- No
- N/A

COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- **Yes**
- No
- N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- No
- N/A

COMMENTS

Title I Targeted Assistance School Programs

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23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

○ Yes

○ No

● **N/A**

COMMENTS

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

○ Yes

○ No

● **N/A**

COMMENTS

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example,

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teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

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Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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Paul Laurence Dunbar High School
Scott Loscheider
1600 Man O'war Blvd
Lexington, Kentucky, 40513
United States of America

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The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in <u>KRS 158.6451</u> and the local needs assessment. The basis of the professional development plan aligns to <u>704 KAR 3:035,</u> which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in <u>KRS 158.6451</u> and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?
Paul Laurence 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.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

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Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Focus Area 1: Improve student achievement for all students in writing and science and for students who speak English as a second language, students of African descent, and Hispanic students of all nationalities in all content areas by enhancing assessment alignment and calibration, creating an environment of learning through teacher clarity and active engagement strategies, and increasing relevance through culturally responsive teaching and learning practices.

Focus Area 2: Improve the school's culture to emphasize student and staff safety, wellness, inclusion, sense of belonging, and celebration by improving SEL, DEIB, PBIS and Green Dot systems.

 3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Focus Area 1 aligns with the district focus areas of accelerating learning, creating powerful, results-driven PLCs, and building a balanced assessment system and the school focus on teaching and learning: PLCs use the PDSA model effectively to improve student learning and on refining our balanced assessment system. Teachers will align their courses with the district's unit frameworks, ensure the regular use of culturally-responsive teaching and learning practices, NISL ELL 5 essential practices, and high-yield learning strategies, create or revise common school-level formative and summative assessments that align to mastery of the identified focus standards for each unit, calibrate their scoring guides/rubrics and create/identify models and exemplars to reflect clarity at the mastery and minimal competency levels, identify appropriate data sources and data analysis protocols to use routinely in PLC meetings as part of the PDSA process, embed routines for student self-reflection on success criteria to regularly use throughout the instructional cycle and establish practices to embed Tier 1 academic support and acceleration into class time.

Focus Area 2 aligns with the district's focus on climate and culture by creating and sustaining a positive learning ecosystem and the school focus on providing systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement. There will be informational and experience-focused opportunities to build a cohesive school culture, establish clear and consistent expectations, identify strategies and resources to support social and emotional wellbeing, recognize achievements of students and staff, celebrate the various cultures represented by our staff and students as well as the school's diversity

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4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short-Term Changes:

- **Whole school evaluation of teaching and learning practices through SACS accreditation process**

- **All courses aligned with FCPS common unit frameworks**

- **All unit plans embed culturally relevant materials, examples, and instructional practices**

- **All summative assessments will align to the full expression of the focus standards identified in the FCPS common**

- **All PLCs will upload the following to the shared drive:**

    ◦ **Copy of common course syllabus (in syllabus folder)**

    ◦ **Regular meeting times and location**

    ◦ **Description of student self-reflection routine, Tier 1 academic support and acceleration routine, and summ**

    ◦ **PLC PDSA records for each weekly problem-solving meeting including data reviewed and next steps**

Long-Term Changes:

- **Develop next steps based on SACS review findings**

- **Develop a plan for learning walks**

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Student Outcomes:

- **Increase student efficacy as measured through survey data**

- **Increase the percentage of all students scoring proficient or distinguished in all content areas as outlined in the CS**

- **Grow 100% of EL students by at least 0.5 on their composite score as measured by ACCESS.**

- **Increase graduation rate to 97% as measured by combined 4-year and 5-year rate**

- **Increase percentage of students who are post-secondary ready to 83%**

Educator Beliefs:

- **Increase teacher efficacy as measured by survey data**

Educator Practices:

- **Routine use of culturally responsive teaching and learning practices**

- **Routine use of PLD PDSA protocol to identify and deploy Tier 1 support needs**

- **Routine use of teacher clarity practices to increase student ownership of learning**

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4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered? SACS evidence; PLC data, intervention and acceleration plans, and meeting notes; student self-assessment data; interim assessment datastakeholder survey data

Who is responsible for gathering data? Administration team, department instructional leadership team, PLC leads, BAC

How frequently will it be analyzed? Quarterly

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

- **Common planning documents incorporate regular use of culturally responsive teaching and learning practices, hig**

- **PLC minutes reflect weekly meetings that focus on the PDSA protocol to identify and deploy Tier 1 support needs**

- **All courses engage students in routine reflection and goal-setting process using success criteria**

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

department instructional leaders, PLC leads, teachers, administration team

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

PLC at Work and PLC+ training and support materials, common planning time allocated for PLCs, PDSA protocol tools, FCPS unit framework and common assessment materials and training, assessment literacy training and support, release time as needed for assessment development

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on

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evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

continued learning for ILT members using a train-the-trainer model, identification and sharing of high-quality teacher practitioner models through faculty meetings, liaison administrator and cluster leader support for PLCs

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short-term changes:

- Clarify school-wide expectations for staff and students (code of conduct, policies, procedures, enforcement & accountability

- Train all staff in PBIS and Green Dot; train all 9th grade students in Green Dot bullying prevention

- Emphasize consistent Tier 1 PBIS supports

- Train all staff on FCPS student and staff SEL/MH/wellness programs

- Develop procedures to use MH screener data to identify students in need of additional support

- Pre-plan schedule of student, staff, and cultural celebrations

Long-term changes:

- Work with stakeholders to identify strategies to improve work/life balance by identifying specific tasks to remove/reduce

- Indentiy opportunities to connect with families in the community

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Student Outcomes:

- **All students can identify at least 1 trusted adult in the building**

- **All students know how to access MH support**

- **All students know how to report a safety concern**

- **All students are recongized and acknowledged for their strengths**

- **All students see their culture recognized and reflected in the building**

Educator Beliefs:

- **Connection between SEL/MH and a productive working and learning environment**

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Educator Practices:

- **All staff know how to access MH support**

- **All staff know how to respond to a safety concern**

- **All staff recognize and acknowledge the strengths of students and peers**

- **All staff intentionally embed culturally relevant material in support of their curriculum**

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered? Stakeholder survey data, SEL screener and fidelity data, PBIS and Green Dot data

Who is responsible for gathering data? Student support team, PBIS lead, Green Dot lead

How frequently will it be analyzed? quarterly

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

- **Maintain PBIS gold status**

- **All 9th grade students trained in Green Dot**

- **Regular celebrations of student and staff accomplishments and strengths**

- **Regular student and staff community-building activities during and after school hours**

- **Diversity of student population represented in building and instruction**

- **MTSS supports in place for all students with identified academic, behavioral, and mental health needs**

- **Clear SPST referral process**

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

all PLD staff

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5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

PBIS rewards, Green Dot training and materials, diverse display and curriculum materials

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

regular SPST, PBIS, MH, and SEL data review, Green Dot common planning and implementation schedule

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

NA

School: Paul Laurence Dunbar HS   **PL Representative: Andrea Tinsley**

	Work Calendar Date	Total PL Hours	Funding Source	Brief Description of Planned PL Activity	Comprehensive School Improvement Plan (CSIP) Objective	District Strategic Priority Alignment	Comprehensive District Improvement Plan (CDIP) Focus Area
PL Day #1	Aug 7, 2023	6	Section 6 - School Funded	Cognia Accreditation Process and Review - Self-Assessment process that evaluates institutions for quality assurance and continuous improvement. Roles and Responsibilities will be defined and discussed.	Improve student achievement for all students through the process of data collection, analysis, and synthesis techniques to interpret findings and create action plans.	Student Achievement Diversity, Equity, Inclusion, and Belonging Highly Effective and Culturally Responsive Workforce Stakeholder Engagement and Outreach Organizational Health and Efficiency	Reading Math Science Social Studies Writing Achievement Gap English Learner Progress Post-secondary Readiness Graduation Rate
PL Day #2	Aug 8, 2023	6	Section 6 - School Funded	PLC work, Aligning Assessments, Developing Literacy Goals, Culturally Responsive Teaching and Learning Practices	Improve student achievement for all students in writing and science for students who speak English as a second language, students of African descent, and Hispanic students in all content areas by enhancing assessment alignment and calibration, creating an environment of learning through teacher clarity and active engagement strategies, and through culturally responsive teaching and learning practices. Improve school's culture to emphasize student and staff safety, wellness, inclusion, sense of belonging by improving SEL, DEIB, PBIS, and Green Dot.	Student Achievement Diversity, Equity, Inclusion, and Belonging. Organizational Health and Efficiency	Reading Math Science Social Studies Writing Achievement Gap English Learner Progress Post-secondary Readiness Graduation Rate

PL Day #3	Aug 9, 2023	6	District Funded	FCPS Professional Learning Conference	TBD		
PL Day #4	Aug 10, 2023	6	District Funded	FCPS Teacher Institute	TBD		
PL Day #5	Aug 15, 2023	6	Section 6 - School Funded	Opening Day, Faculty meeting, PLC/Dept. work	2023-24 expectations, updates, protocols, and new information for staff. PLC's will prepare for the 2023-24 school year by reviewing and applying updated SBG policy, as it relates to the upcoming school year. PD session(s) will support PLCs as they develop and refine detailed rubrics and models of exemplary work. PLCs will develop a Student Self-Assessment tracking system for monitoring and goal setting. Create and/or Revise high-yield learning strategies Create and/or revise school-level formative and summative assessments that align to standards.	Student Achievement Highly Effective and Culturally Responsive Workforce Diversity, Equity, Inclusion, and Belonging	Reading Math Science Social Studies Writing Achievement Gap English Learner Progress Post-secondary Readiness Graduation Rate
PL Day #6	Jan 3, 2024	6	Section 6 - School Funded	Department and PLC Follow-up	PLC's will collaborate to develop standards-based unit plans/assessments, analyze student data to improve instruction, and develop intervention materials and strategies. Departments will also continue to analyze state assessment data and continue discussion from information received at faculty meetings.	Student Achievement Highly Effective and Culturally Responsive Workforce	Reading Math Science Social Studies Writing Achievement Gap English Learner Progress Post-secondary Readiness Graduation Rate

Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.

Additional PL Plans	TBD	6	Section 6 - School Funded or Title 1 - School Funded	PLC at Work training	ILT members will complete the remote PLC at Work training	Student Achievement Diversity, Equity, Inclusion, and Belonging Organizational Health and Efficiency	Reading Math Science Social Studies Writing Achievement Gap English Learner Progress Post-secondary Readiness Graduation Rate
Additional PL Plans	TBD	6	Section 6 - School Funded or Title 1 - School Funded	PLC curriculum and assessment development	PLCs may request a work day to align and develop curriculum and assessment materials as needed	Student Achievement Diversity, Equity, Inclusion, and Belonging Organizational Health and Efficiency	Reading Math Science Social Studies Writing Achievement Gap English Learner Progress Post-secondary Readiness Graduation Rate
Additional PL Plans							
Additional PL Plans							

<mark>Principal Approval:</mark> _____ _____   <mark>Date Approved by SBDM Council:</mark> _____

　　　　　　　　　　　　Signature　　　　　　　　*Date*　　　　　　　　　　　　　　　　　*Date*

KRS 158.070 (3)(a) Each local board of education shall use four (4) days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.