

Fort Worth Independent School District
005 P.L Dunbar High School
2024-2025 Campus Improvement Plan



Mission Statement

FORT WORTH ISD

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

PAUL LAURENCE DUNBAR HIGH SCHOOL

We exist to create learning pathway opportunities leading students to a successful post-secondary educational experience

Vision

Graduate 100% of our students with ALL students with ALL students being College, Career and Military Ready by the end of Senior year.

Value Statement

Accountability

Instilling a sense of responsibility for both students and staff for their actions and decisions

Equity

Providing students and staff with a tailored pathway to success, while celebrating diversity

Perseverance

Demonstrating determination and resilience in the face of challenge and obstacles

Respect

Encouraging students and staff to treat others with kindness and empathy

Safety

Priortizing the well-being and security of both students and staff

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Paul Laurence Dunbar High School is a Title I campus serving 867 students in grades 9-12. The campus demographics are:

- 523 of African American students
- 316 of Hispanic students
- 10 White
- 12 Two or more
- 2 Asian
- 3 American Indian or Alaska native

Paul Laurence Dunbar High School students are:

- 95% Economically Disadvantaged
- 27% English Language Learners
- 12% Special Education

Paul Laurence Dunbar High School staff is comprised of 82 professionals.

- This includes four school administrators.
- One school interventionist and four academic counselors.
- One librarian.
- Fifty-five full-time teachers.
- Fourteen para-professionals

Demographics Strengths

Dunbar High student population is becoming more diverse.

Years of experience varies among staff. Ten staff members are graduates of Dunbar High School.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Historically, the attendance for the 9th grade student population at Dunbar High School averages below 90%. **Root Cause:** Students and parents don't fully understand nor are they fully educated on the importance of Texas compulsory attendance laws.

Problem Statement 2 (Prioritized): Students within the demographic at Dunbar High School have social and emotional needs that must be attended to before optimum learning can take place. **Root Cause:** Students within our demographic have SEL needs that inhibit learning on a daily basis. Students lack conflict resolution strategies.

Student Learning

Student Learning Summary

The 2022 TEA Accountability Overall Rating for Dunbar High School was a C.

STAAR End of Course Results Spring 2023

US History: 94% Approaches, 60% Meets, 21% Masters

Biology: 78% Approaches, 22% Meets, 3% Masters

English II: 59% Approaches, 30% Meets, 0% Masters

Algebra I: 50% Approaches, 9% Meets, 2% Masters

English I: 45% Approaches, 17% Meets, .6% Masters

STAAR End of Course Re-testers Results December 2023

US History: 67% Approaches

Biology: 62% Approaches

English II: 20% Approaches

Algebra I: 26% Approaches

English I: 34% Approaches

Student Learning Strengths

Dunbar students have demonstrate growth during MAP testing in Algebra I.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The general population lags below State and District in EOC scores. **Root Cause:** Teacher turnover, lack of tier 1 instruction, inconsistent implementation of data driven instruction.

Problem Statement 2 (Prioritized): A disproportional amount of students do not take advance level courses or dual credit courses. **Root Cause:** Dunbar teachers are not aware of the AP process Dunbar Scholars are not recruited to AP courses. Dunbar students historically perform unsuccessfully on the TSIA English or Math.

School Processes & Programs

School Processes & Programs Summary

Paul Laurence Dunbar High School teachers utilize the FWISD Curriculum Framework to plan monthly and semester SE Calendars to ensure that lesson delivery is in alignment. PLC Meetings focus on best practices and re-teaching the TEKS where students performed poorly on district benchmarks and or unit exams. All teachers utilize Canvas to post daily lessons, class assignments, and projects.

School Processes & Programs Strengths

Dunbar EOC teachers are focused on lesson and unit internalization and providing Tier 1 instruction that promote student growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to January 2024 ADQ Data, 40% of Seniors did not receive a CCMR indicator for 2022-2023 school year. **Root Cause:** TSIA exam preparation and CCMR tracking and monitoring were not made a priority by campus administration. Lack of identified pathways for students to acquire CCMR Indicator.

Problem Statement 2 (Prioritized): For the 2023-2024 Dunbar High School did not implement systems to support new and struggling teachers. **Root Cause:** Professional Development and support for new and struggling teachers was not made a priority by campus administration.

Problem Statement 3 (Prioritized): For the 2023-2024 school year, there was a 79% increase in discipline referrals through the 1st semester as compared to the previous school year. **Root Cause:** Dunbar High School did not implement D.I.P and provide student interventions to support teacher classroom management.

Perceptions

Perceptions Summary

Paul Laurence Dunbar High School will implement a New Teacher Academy that focuses on supporting new and struggling teachers in: lesson planning, classroom management, and student engagement. New teachers will be assigned to a veteran mentor teacher. Mentoring services are provided to Dunbar students through the My Brother's and My Sister's Keeper organizations. Dad's of Dunbar and community stakeholders meet monthly to address school/community related issues. Dunbar High School parent Liaison publishes a monthly parent newsletter.

Perceptions Strengths

Dads of Dunbar draw community support and resources for our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): For the 2023-2024 school year there has been an increase in physical altercations at Dunbar High School in particular ninth grade and female students. **Root Cause:** School Administration did not effectively implement a restorative justice process (conflict resolution) and or a plan for students that return from out of school suspension.

Problem Statement 2 (Prioritized): Hispanic students report that they lack a sense of belonging at Dunbar High School. **Root Cause:** School Administration did not effectively implement a plan that ensures access to information for non-English speaking students and families. School Administration did not implement activities that highlight Hispanic culture.

Priority Problem Statements

Problem Statement 1: Historically, the attendance for the 9th grade student population at Dunbar High School averages below 90%.

Root Cause 1: Students and parents don't fully understand nor are they fully educated on the importance of Texas compulsory attendance laws.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students within the demographic at Dunbar High School have social and emotional needs that must be attended to before optimum learning can take place.

Root Cause 2: Students within our demographic have SEL needs that inhibit learning on a daily basis. Students lack conflict resolution strategies.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The general population lags below State and District in EOC scores.

Root Cause 3: Teacher turnover, lack of tier 1 instruction, inconsistent implementation of data driven instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: A disproportional amount of students do not take advance level courses or dual credit courses.

Root Cause 4: Dunbar teachers are not aware of the AP process Dunbar Scholars are not recruited to AP courses. Dunbar students historically perform unsuccessfully on the TSIA English or Math.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: According to January 2024 ADQ Data, 40% of Seniors did not receive a CCMR indicator for 2022-2023 school year.

Root Cause 5: TSIA exam preparation and CCMR tracking and monitoring were not made a priority by campus administration. Lack of identified pathways for students to acquire CCMR Indicator.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: For the 2023-2024 Dunbar High School did not implement systems to support new and struggling teachers.

Root Cause 6: Professional Development and support for new and struggling teachers was not made a priority by campus administration.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: For the 2023-2024 school year, there was a 79% increase in discipline referrals through the 1st semester as compared to the previous school year.

Root Cause 7: Dunbar High School did not implement D.I.P and provide student interventions to support teacher classroom management.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: For the 2023-2024 school year there has been an increase in physical altercations at Dunbar High School in particular ninth grade and female students.

Root Cause 8: School Administration did not effectively implement a restorative justice process (conflict resolution) and or a plan for students that return from out of school suspension.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Hispanic students report that they lack a sense of belonging at Dunbar High School.

Root Cause 9: School Administration did not effectively implement a plan that ensures access to information for non-English speaking students and families. School Administration did not implement activities that highlight Hispanic culture.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: July 23, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 16% to 25% by May 2025. Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 18% to 23% by May 2025.

Strategy 1: Teachers will use PLC for Unit Internalization, lesson internalization, lesson rehearsal, and data analysis to enhance Tier 1 instruction at Dunbar High School.

Staff Responsible for Monitoring: Humanities Teachers, Dean of instruction, Instructional Leadership Team

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools





- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will use aggressive monitoring to track student progress and intervene earlier in the lesson cycle to support struggling Special populations. (EB) Provider / Presenter / Person Responsible: Humanities Teachers, Dean of instruction, Instructional Leadership team Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In class, Canvas	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teacher will use the Lead4Ward playlist to enrich the activities and tasks in the lesson.</p> <p>Provider / Presenter / Person Responsible: Humanities Teachers, Dean of instruction, Instructional Leadership team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-class and Canvas</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Use funds to purchase general supplies, and instructional materials to support teachers.</p> <p>Provider / Presenter / Person Responsible: Humanities Teachers, Dean of instruction, Instructional Leadership team</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-class and Canvas</p> <p>Funding Sources: general supplies - TITLE I (211) - 211-11-6399-04N-005-30-510-000000-25F10 - \$15,000, - CTE (199 PIC 22) - \$12,594, - CTE (199 PIC 22) - \$200, general supplies - SPED (199 PIC 23) - \$8,250, - SPED (199 PIC 23) - \$500, - SPED (199 PIC 23) - \$250, - BEA (199 PIC 25) - 199-11-6399-001-005-25-243-000000 - \$1,664, - BEA (199 PIC 25) - 199-11-6329-001-005-25-243-000000 - \$300, - BASIC (199 PIC 11) - 199-11-6399-XXX-005-11-243-000000- - \$7,846</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Use funds to purchase technology and furniture needs for teacher classroom use.</p> <p>Date(s) / Timeframe: August 2024 - June 2025</p> <p>Funding Sources: Technology and Furniture - TITLE I (211) - 211-11-6396-04N-005-30-510-000000-25F10 - \$2,500, Technology and Furniture - CTE (199 PIC 22) - \$2,000, - SPED (199 PIC 23) - \$524, - BASIC (199 PIC 11) - 199-11-6398-XXX-005-11-243-000000- - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Dunbar High School Administrative Staff will recruit, hire, and train teachers who hold certification in English, Math, Science and Social Studies to serve as tutors.</p> <p>Intended Audience: teachers and students</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Math, Science, ELA, Social Studies</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
<p>Action Step 6: Use funds to purchase general supplies, technology and furniture needs for administrator use.</p> <p>Date(s) / Timeframe: July 2024 - June 2025</p> <p>Funding Sources: Office Supplies - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-005-99-243-000000- - \$10,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The general population lags below State and District in EOC scores. Root Cause: Teacher turnover, lack of tier 1 instruction, inconsistent implementation of data driven instruction.</p> <p>Problem Statement 2: A disproportional amount of students do not take advance level courses or dual credit courses. Root Cause: Dunbar teachers are not aware of the AP process Dunbar Scholars are not recruited to AP courses. Dunbar students historically perform unsuccessfully on the TSIA English or Math.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 16% to 25% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 31% to 36% by May 2025.

Strategy 1: Teachers will use PLC for Unit Internalization, lesson internalization, lesson rehearsal, and data analysis to enhance Tier 1 instruction at Dunbar High School.

Staff Responsible for Monitoring: Humanities Teachers, Dean of instruction, Instructional Leadership team

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will use aggressive monitoring to track student progress and intervene earlier in the lesson cycle to support struggling Special populations. (EB) Provider / Presenter / Person Responsible: Humanities Teachers, Dean of instruction, Instructional Leadership Team Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-class, Canvas	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Teacher will use the Lead4Ward playlist to enrich the activities and tasks in the lesson. Provider / Presenter / Person Responsible: Humanities Teachers, Dean of instruction, Instructional Leadership Team Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-class, Canvas	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Use funds to purchase general supplies, and instructional materials to support teachers. Provider / Presenter / Person Responsible: Humanities Teachers, Dean of instruction, Instructional Leadership Team Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-class, Canvas	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The general population lags below State and District in EOC scores. Root Cause: Teacher turnover, lack of tier 1 instruction, inconsistent implementation of data driven instruction.</p>
<p>Problem Statement 2: A disproportional amount of students do not take advance level courses or dual credit courses. Root Cause: Dunbar teachers are not aware of the AP process Dunbar Scholars are not recruited to AP courses. Dunbar students historically perform unsuccessfully on the TSIA English or Math.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 19.3% to 25% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 18.2% to 24% by May 2025.

Evaluation Data Sources: PSAT Test Results

Strategy 1: Teachers and students utilize the English College Board prep materials to prepare for the PSAT exam taken beginning in the 9th grade and during the 10th grade year. In addition, ELAR teachers utilize AVID critical literacy strategies.

Strategy's Expected Result/Impact: Improve the success rate of Dunbar High School's 9th and 10th grade students in the reading section of the PSAT, increasing the number of students who are able to reach benchmark scores in the Reading section. Students will gain a better understanding of the format of the exam which can increase testing confidence and increase scores and decrease test anxiety. Students will learn strategies to use on the PSAT to help them decode the text and questions, in addition, students will engage in AVID reading strategies, which support college prep level reading and questioning. PSAT reading data will demonstrate a 10% increase in student performance.

Staff Responsible for Monitoring: Administrative Staff and Post Secondary School Coordinator

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will receive and utilize College Board online and paper resources from the College Board campus administrator. Teachers will receive departmental training in the use and implementation of AVID strategies during classroom instruction.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrative Staff and Post Secondary School Coordinator Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Math, Science, ELA, Social Studies Delivery Method: Classroom instruction, Canvas</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 11% to 16% by May 2025.

Evaluation Data Sources: Algebra I STAAR EOC, MAPS

Strategy 1: Teachers will use PLC for Unit Internalization, lesson internalization, lesson rehearsal, and data analysis to enhance Tier 1 instruction at Dunbar High School.

Staff Responsible for Monitoring: Algebra I Teachers, Dean of instruction, Instructional Leadership Team

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will use aggressive monitoring to track student progress and intervene earlier in the lesson cycle to support struggling Special populations. (EB)</p> <p>Provider / Presenter / Person Responsible: Algebra I Teachers, Dean of Instruction, Instructional Coaches</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-class instruction, Canvas</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Teacher will use the leadward playlist to enrich the activities and tasks in the lesson.</p> <p>Provider / Presenter / Person Responsible: School Admin, Dean of Instruction, Instructional Coaches, Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-class, Canvas</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Utilize Title I funds to purchase general supplies, classroom resources, instructional materials to support student learning.</p> <p>Provider / Presenter / Person Responsible: School Admin, Dean of Instruction, Instructional Coaches, Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-class, Canvas</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Dunbar High School will provide intensive remediation for students identified as Tier 2/Tier 3 (re-testers) before-school, afterschool, and through Saturday school. Healthy Snacks will be provided.</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-class, Canvas</p> <p>Funding Sources: Extra Duty Pay - TITLE I (211) - 211-11-6116-04N-005-30-510-000000-25F10 - \$5,000, healthy snacks - TITLE I (211) - 211-11-6499-04N-005-30-510-000000-25F10 - \$1,844.60, - SPED (199 PIC 23) - \$300, SPED classroom reinforcements - SPED (199 PIC 23) - \$1,000, miscellaneous operating costs - SCE (199 PIC 24) - 199-11-6399-001-005-24-243-000000- - \$785, - BASIC (199 PIC 11) - 199-11-6116-XXX-005-11-243-000000- - \$7,404</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Utilize Title I funds to allocate a position for Math Teacher

Strategy's Expected Result/Impact: Smaller Math classes in EOC tested subjects

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Utilize Title I funds to allocate a position for Math Teacher Intended Audience: students Provider / Presenter / Person Responsible: principal Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Math Funding Sources: Position - TITLE I (211) - 211-11-6119-04N-005-30-510-000000-25F10 - \$69,525	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The general population lags below State and District in EOC scores. Root Cause: Teacher turnover, lack of tier 1 instruction, inconsistent implementation of data driven instruction.</p>
<p>Problem Statement 2: A disproportional amount of students do not take advance level courses or dual credit courses. Root Cause: Dunbar teachers are not aware of the AP process Dunbar Scholars are not recruited to AP courses. Dunbar students historically perform unsuccessfully on the TSIA English or Math.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 5.5% to 12% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 4.3% to 10% by May 2024.

Evaluation Data Sources: PSAT Math





Strategy 1: Teachers and students utilize the math College Board prep materials to prepare for the PSAT exam taken beginning in the 9th grade and during the 10th grade year. Online/ and Study Guide (paper resource) PSAT resources provide formatted questions to check for understanding and demonstrate mastery of skills while utilizing formats and skills scope and sequence aligned with the district's curriculum thereby addressing state standards while addressing college entrance readiness.

Strategy's Expected Result/Impact: Students will gain a better understanding of the PSAT format and types of questions asked for the math section of the exam as well as test taking simulations utilizing call practice to promote greater preparedness for College Board level tests thereby increasing test scores. Math test data will demonstrate a 6% increase.

Staff Responsible for Monitoring: Administrative Staff, Post Secondary Specialist

ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: The College Board Administrator for the campus will provide online and Study Guide resources to be implemented in classroom curriculum with instructional support in the form of a PD provided by department instructional coach in implementation of the resources aligning them to district curriculum for math. Implementation of resources include accountability updates.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrative Staff, Post Secondary Specialist Date(s) / Timeframe: August 2024- May 2025 Collaborating Departments: Math, Science, ELA, Social Studies Delivery Method: Classroom instruction, Canvas</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 40% to 60% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 3% to 10% by May 2025.

Strategy 1: Enroll students into Texas College Bridge (TCB) subjects to complete the required number of units, which, are the equivalent to obtaining passing rates of TSIA 2.0 subject exams. Students would need to begin the TCB platform immediately after being identified in their junior year. Teachers will use TCB with fidelity to ensure that students complete their courses before the conclusion of the semester with weekly plans and checks.

Strategy's Expected Result/Impact: Students will be able to meet the CCMR requirement before graduation.

Staff Responsible for Monitoring: Admin Staff, Post Secondary Specialist

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Assigned Teachers will assist students in enrolling in TCB (Texas College Bridge) and track and monitor students' progress (weekly) as they move from Phase I to Phase II to complete the required course assignments built into TCB. After students have completed their TCB courses, students will receive a certificate and will meet their CCMR district requirements.</p> <p>Provider / Presenter / Person Responsible: Post Secondary Specialist Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-class, Canvas</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Students will attend college tours/field trips to obtain essential information pertaining to the college admission process, academic majors, and financial aid.

Strategy's Expected Result/Impact: Students will gain information and exposure to campus experiences to prepare them for college readiness.

Staff Responsible for Monitoring: Administrative Staff, Academic Counselors

Title I:

2.5





- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Grade level field trips to visit colleges and universities and other extra curricular trips to give students exposure to the collegiate environment.</p> <p>Provider / Presenter / Person Responsible: Administrative Staff, Academic Counselors</p> <p>Date(s) / Timeframe: May 2024 - August 2025</p> <p>Funding Sources: Student Transportation - TITLE I (211) - 211-11-6412-04N-005-30-510-000000-25F10 - \$3,000, student transportation - SCE (199 PIC 24) - 199-11-6412-001-005-24-243-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The general population lags below State and District in EOC scores. Root Cause: Teacher turnover, lack of tier 1 instruction, inconsistent implementation of data driven instruction.</p>
<p>Problem Statement 2: A disproportional amount of students do not take advance level courses or dual credit courses. Root Cause: Dunbar teachers are not aware of the AP process Dunbar Scholars are not recruited to AP courses. Dunbar students historically perform unsuccessfully on the TSIA English or Math.</p>
School Processes & Programs
<p>Problem Statement 1: According to January 2024 ADQ Data, 40% of Seniors did not receive a CCMR indicator for 2022-2023 school year. Root Cause: TSIA exam preparation and CCMR tracking and monitoring were not made a priority by campus administration. Lack of identified pathways for students to acquire CCMR Indicator.</p>
Perceptions
<p>Problem Statement 2: Hispanic students report that they lack a sense of belonging at Dunbar High School. Root Cause: School Administration did not effectively implement a plan that ensures access to information for non-English speaking students and families. School Administration did not implement activities that highlight Hispanic culture.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 78% to 81% by May 2025.

Strategy 1: The New Teacher Support Advisor will mentor inexperienced and first year teachers to increase teacher retention and student engagement in the classroom.

Strategy's Expected Result/Impact: New teachers will learn how to implement the following in their classrooms: effective classroom management strategies, de-escalation strategies, the FWISD curriculum framework, building positive teacher/student relationships, and establishing effective school to home communication.

Staff Responsible for Monitoring: Administrative Staff, New Teacher Mentor

Title I:

2.4, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: The New Teacher Support Advisor will mentor new and inexperienced teachers to increase teacher retention and student engagement with the classroom.</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Delivery Method: New Teacher Meetings</p> <p>Funding Sources: - TITLE I (211) - 211-13-6299-04N-005-30-510-000000-25F10 - \$23,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Monitor and track student's attendance, behavior, and grades. Assist students in developing self-efficacy by identifying and overcoming obstacles that may impede their academic success.

Strategy's Expected Result/Impact: 81% of freshman will be on track for graduation.

Staff Responsible for Monitoring: Dean of Instruction, Admin Staff

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: The dean of instruction and campus assistant principals will review 9th grade students academic progress, attendance data, discipline data, and SEL status.</p> <p>Provider / Presenter / Person Responsible: Dean of Instruction, Admin Staff</p> <p>Date(s) / Timeframe: August 2024 - may 2025</p> <p>Delivery Method: In-class, Canvas</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Historically, the attendance for the 9th grade student population at Dunbar High School averages below 90%. Root Cause: Students and parents don't fully understand nor are they fully educated on the importance of Texas compulsory attendance laws.</p>
<p>Problem Statement 2: Students within the demographic at Dunbar High School have social and emotional needs that must be attended to before optimum learning can take place. Root Cause: Students within our demographic have SEL needs that inhibit learning on a daily basis. Students lack conflict resolution strategies.</p>
School Processes & Programs
<p>Problem Statement 2: For the 2023-2024 Dunbar High School did not implement systems to support new and struggling teachers. Root Cause: Professional Development and support for new and struggling teachers was not made a priority by campus administration.</p>
Perceptions
<p>Problem Statement 2: Hispanic students report that they lack a sense of belonging at Dunbar High School. Root Cause: School Administration did not effectively implement a plan that ensures access to information for non-English speaking students and families. School Administration did not implement activities that highlight Hispanic culture.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 78%% to 82% by May 2025.

Strategy 1: Create new innovative ways to prioritize student's conceptual understanding of Algebra concepts. Make graphic organizers to allow students to see how a concept translates to a real-world scenario. Use hands-on activities that encourage students to use visuals to solve problems. Create an anchor chart.

Strategy's Expected Result/Impact: EOY data will demonstrate a 7% increase in student's completion of the Algebra 1 course.

Staff Responsible for Monitoring: Algebra I Teachers, Dean of Instruction, Admin Staff

Title I:

2.4, 2.6

- TEA Priorities:


Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools


- ESF Levers:


Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Algebra I Teachers will create lessons that incorporate all students to read, write, listen and speak to build up students' academic vocabulary. Students will write summaries at the end of a lesson explaining how to solve a particular type of problem which in turn reinforces student's ability to master solving the problem. Algebra I teachers will utilize formative assessments (end of unit assessments) and spiral previously taught TEKS into daily instruction while formatting end of unit assessments to mirror the STAAR EOC formatted exam.</p> <p>Provider / Presenter / Person Responsible: Algebra I Teachers, Dean of Instruction, Admin Staff</p> <p>Date(s) / Timeframe: August 2024 - may 2025</p> <p>Delivery Method: In-class, Canvas</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: The general population lags below State and District in EOC scores. **Root Cause:** Teacher turnover, lack of tier 1 instruction, inconsistent implementation of data driven instruction.

Problem Statement 2: A disproportional amount of students do not take advance level courses or dual credit courses. **Root Cause:** Dunbar teachers are not aware of the AP process Dunbar Scholars are not recruited to AP courses. Dunbar students historically perform unsuccessfully on the TSIA English or Math.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 3% to 10% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 3% to 10% by May 2025.

Strategy 1: Utilize the Mastery Prep test materials for preparing students along with online College Board resources during students' Advisory periods; along with the use of college prep resources (including free online resources) implement external tutoring for students to where they can have access to practice tests, skills and strategies review, etc in the Go Center.

Strategy's Expected Result/Impact: Increase in students' scores on the SAT and ACT exams.

Staff Responsible for Monitoring: Post Secondary Specialist, Teachers, Go Center Staff

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will utilize college board prep online resources along with Mastery Prep resources to build student's necessary skills to increase test scores for SAT and ACT, TSIA 2.0, and other college entrance exams. Instructional coaches in collaboration with Department chairs will provide support to content area teachers to establish routine college prep practice along with active monitoring and tracking of student's progress with the goal of increasing CCMR MET status by 11th and 12th graders by 10%</p> <p>Provider / Presenter / Person Responsible: Post Secondary Specialist, Teachers, Go Center Staff</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-class, Canvas</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-005-24-243-000000- - \$5,000, general supplies - GT (199 PIC 21) - \$1,180</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teachers will utilize K-12 Summit TELPAS and test prep resources to support student subgroups. Intended Audience: EB students Date(s) / Timeframe: August 2024 - May 2025 Delivery Method: In-Person Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-005-24-243-000000- - \$3,400	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: The general population lags below State and District in EOC scores. Root Cause: Teacher turnover, lack of tier 1 instruction, inconsistent implementation of data driven instruction.
Problem Statement 2: A disproportional amount of students do not take advance level courses or dual credit courses. Root Cause: Dunbar teachers are not aware of the AP process Dunbar Scholars are not recruited to AP courses. Dunbar students historically perform unsuccessfully on the TSIA English or Math.
School Processes & Programs
Problem Statement 1: According to January 2024 ADQ Data, 40% of Seniors did not receive a CCMR indicator for 2022-2023 school year. Root Cause: TSIA exam preparation and CCMR tracking and monitoring were not made a priority by campus administration. Lack of identified pathways for students to acquire CCMR Indicator.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 5: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 5.5% to 12% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 4.3% to 10% by May 2025.

Strategy 1: Teachers and students utilize the math College Board prep materials to prepare for the PSAT exam taken beginning in the 9th grade and during the 10th grade year. Online/ and Study Guide (paper resource) PSAT resources provide formatted questions to check for understanding and demonstrate mastery of skills while utilizing formats and skills scope and sequence aligned with the district's curriculum thereby addressing state standards while addressing college entrance readiness.

Strategy's Expected Result/Impact: Students will gain a better understanding of the PSAT academic language and types of questions asked for the math section of the exam as well as test taking simulations utilizing call practice to promote greater preparedness for College Board level tests thereby increasing test scores. Math test data will demonstrate a 5% increase.

Staff Responsible for Monitoring: Post Secondary Specialist, Teachers

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:


Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: The College Board Administrator for the campus will provide online and/or paper study guide resources to be implemented in classroom curriculum with instructional support in the form of an online PD provided by department instructional coach in implementation of the resources aligning them to district curriculum for math. Implementation of resources include accountability updates and follow ups via the College Board Administrator.</p> <p>Provider / Presenter / Person Responsible: Post Secondary Specialist</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Delivery Method: In-class, Canvas</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: The general population lags below State and District in EOC scores. **Root Cause:** Teacher turnover, lack of tier 1 instruction, inconsistent implementation of data driven instruction.

Problem Statement 2: A disproportional amount of students do not take advance level courses or dual credit courses. **Root Cause:** Dunbar teachers are not aware of the AP process Dunbar Scholars are not recruited to AP courses. Dunbar students historically perform unsuccessfully on the TSIA English or Math.

School Processes & Programs

Problem Statement 1: According to January 2024 ADQ Data, 40% of Seniors did not receive a CCMR indicator for 2022-2023 school year. **Root Cause:** TSIA exam preparation and CCMR tracking and monitoring were not made a priority by campus administration. Lack of identified pathways for students to acquire CCMR Indicator.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 6: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 5.5% to 12% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 4.3% to 10% by May 2025.

Strategy 1: Teachers and students utilize the math College Board prep materials to prepare for the PSAT exam taken beginning in the 9th grade and during the 10th grade year. Online/ and Study Guide (paper resource) PSAT resources provide formatted questions to check for understanding and demonstrate mastery of skills while utilizing formats and skills scope and sequence aligned with the district's curriculum thereby addressing state standards while addressing college entrance readiness.

Strategy's Expected Result/Impact: Students will gain a better understanding of the PSAT academic language and types of questions asked for the reading section of the exam as well as test taking simulations utilizing call practice to promote greater preparedness for College Board level tests thereby increasing test scores. Reading test data will demonstrate a 5% increase.

Staff Responsible for Monitoring: Post Secondary Specialist, Teachers

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:


Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: The College Board Administrator for the campus will provide online and/or paper study guide resources to be implemented in classroom curriculum with instructional support in the form of an online PD provided by department instructional coach in implementation of the resources aligning them to district curriculum for math. Implementation of resources include accountability updates and follow ups via the College Board Administrator. Provider / Presenter / Person Responsible: Post Secondary Specialist Date(s) / Timeframe: August 2024-May 2025 Delivery Method: In-class, Canvas	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: The general population lags below State and District in EOC scores. **Root Cause:** Teacher turnover, lack of tier 1 instruction, inconsistent implementation of data driven instruction.

Problem Statement 2: A disproportional amount of students do not take advance level courses or dual credit courses. **Root Cause:** Dunbar teachers are not aware of the AP process Dunbar Scholars are not recruited to AP courses. Dunbar students historically perform unsuccessfully on the TSIA English or Math.

School Processes & Programs

Problem Statement 1: According to January 2024 ADQ Data, 40% of Seniors did not receive a CCMR indicator for 2022-2023 school year. **Root Cause:** TSIA exam preparation and CCMR tracking and monitoring were not made a priority by campus administration. Lack of identified pathways for students to acquire CCMR Indicator.

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 60% to 40% by May 2025.

Strategy 1: Provide incentives for students whose attendance is above 90% each marking period. Meetings with students whose attendance is below 75% will be conducted and personal attendance plans will be developed to help the students increase their attendance.

Strategy's Expected Result/Impact: When students come to school, they have the opportunity to receive quality instruction which will lead to academic success encompassing matriculation, graduation and successful passing of state exams.

Staff Responsible for Monitoring: Administrative Staff and Attendance Clerk

Title I:

2.4, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Every six weeks Admin will run an attendance report to see which students have fallen below 75% attendance. Parents and students will be notified regarding extenuating circumstances. Students will be placed on attendance tracking sheet to assist students with accountability. Incentives will provided for students.</p> <p>Provider / Presenter / Person Responsible: Admin Staff, Attendance Clerk</p> <p>Date(s) / Timeframe: August 2024-May 2025</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Historically, the attendance for the 9th grade student population at Dunbar High School averages below 90%. **Root Cause:** Students and parents don't fully understand nor are they fully educated on the importance of Texas compulsory attendance laws.

Problem Statement 2: Students within the demographic at Dunbar High School have social and emotional needs that must be attended to before optimum learning can take place. **Root Cause:** Students within our demographic have SEL needs that inhibit learning on a daily basis. Students lack conflict resolution strategies.

School Processes & Programs

Problem Statement 3: For the 2023-2024 school year, there was a 79% increase in discipline referrals through the 1st semester as compared to the previous school year. **Root Cause:** Dunbar High School did not implement D.I.P and provide student interventions to support teacher classroom management.

Perceptions

Problem Statement 1: For the 2023-2024 school year there has been an increase in physical altercations at Dunbar High School in particular ninth grade and female students. **Root Cause:** School Administration did not effectively implement a restorative justice process (conflict resolution) and or a plan for students that return from out of school suspension.

Problem Statement 2: Hispanic students report that they lack a sense of belonging at Dunbar High School. **Root Cause:** School Administration did not effectively implement a plan that ensures access to information for non-English speaking students and families. School Administration did not implement activities that highlight Hispanic culture.

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

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

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 200 to 150 by May 2025.

Strategy 1: The Administrative Staff and School Interventionist will use restorative practices to settle disputes and de-escalate aggressive situations. Administrative Staff will utilize the Dunbar Intervention Plan (DIP) as it pertains to Tier 1 and Tier 2 offenses.

Strategy's Expected Result/Impact: Students will not lose instructional time due to out of school suspensions.

Staff Responsible for Monitoring: Admin Staff, School Interventionist

Title I:

2.4, 2.6

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Classroom teachers will utilize classroom management best practices and keep parents informed of classroom behavior disruptions. Intended Audience: Teachers, Provider / Presenter / Person Responsible: Admin Staff, Teachers Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Administration Delivery Method: Professional Development	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Dunbar will allocate funds for a Title I Teacher Assistant to support ISS/OCI behavioral student interventions Intended Audience: students Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: OCI Interventionist Delivery Method: In-Person Funding Sources: Funds - TITLE I (211) - 211-11-6129-04N-005-30-510-000000-25F10 - \$27,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Teachers, Counselors, Librarians, and Data Analyst and Administrators will attend in-state and out of state professional development to improve Tier I instruction, student engagement, and classroom management. They will learn how to improve the climate/culture in their classrooms.

Strategy's Expected Result/Impact: EOY data will reflect improvement in academic achievement and attendance.

Staff Responsible for Monitoring: Administrative Staff, Teachers, Counselors, Librarians, and Data Analyst

Title I:

2.4, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers, Counselors, Librarians and Dean of Instruction, will attend in-state and out of state professional development to improve Tier I instruction, student engagement, and classroom management. They will learn how to improve the climate/culture in their classrooms.</p> <p>Provider / Presenter / Person Responsible: Administrative Staff, Teachers, Counselors, Librarians, and Data Analyst</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Delivery Method: Professional Development</p> <p>Funding Sources: Librarian Travel - TITLE I (211) - 211-12-6411-04N-005-30-510-000000-25F10 - \$2,000, Teacher Travel - TITLE I (211) - 211-13-6411-04N-005-30-510-000000-25F10 - \$5,000, - TITLE I (211) - 211-31-6411-04N-005-30-510-000000-25F10 - \$2,000, - UNDISTRIBUTED (199 PIC 99) - 199-31-6411-XXX-005-99-243-000000- - \$2,000, - UNDISTRIBUTED (199 PIC 99) - 199-13-6411-XXX-005-99-243-000000- - \$6,742</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will attend campus pull outs, district and region Professional Development. Allocate funds to pay for subs for teacher professional development</p> <p>Intended Audience: teachers, staff, support staff</p> <p>Provider / Presenter / Person Responsible: administrator, district, contracted services</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Delivery Method: Professional Development</p> <p>Funding Sources: Professional Development Pull-Outs - TITLE I (211) - 211-11-6112-OPD-005-30-510-000000-25F10 - \$7,500, - BASIC (199 PIC 11) - 199-11-6112-XXX-005-11-243-000000- - \$7,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Principal and Assistant Principals will attend in-state and out of state professional development to improve Tier I instruction, student engagement, and classroom management</p> <p>Provider / Presenter / Person Responsible: Administration</p> <p>Date(s) / Timeframe: July 2024 - June 2025</p> <p>Delivery Method: Professional Development</p> <p>Funding Sources: travel for administrators - TITLE I (211) - 211-23-6411-04N-005-30-510-000000-25F10 - \$15,000 , - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-005-99-243-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 3: Dunbar High School will celebrate student success in various ways such as: lunch with the principal, A/B honor roll award ceremonies, attendance awards, improved student awards, and content centered awards. Dunbar High School will celebrate students ethnicities during Black History Month and Hispanic Heritage Month.

Strategy's Expected Result/Impact: Students will feel inspired to learn , increasing connectedness to the campus to attend Dunbar High School, therefore decreasing suspensions

Staff Responsible for Monitoring: Admin staff, Dean of Instruction, and Interventionist

Title I:

2.4, 2.6, 4.1, 4.2

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Dunbar High School will celebrate student success in various ways such as: lunch with the principal, A/B honor roll award ceremonies, attendance awards, improved student awards, and content centered awards. Dunbar High School will celebrate students ethnicities during Black History Month and Hispanic Heritage Month.</p> <p>Intended Audience: Students Date(s) / Timeframe: August 2024 -May 2025 Collaborating Departments: None Delivery Method: In-Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Dunbar High School will celebrate student success in various ways such as: lunch with the principal, A/B honor roll award ceremonies, attendance awards, improved student awards, and content centered awards. Dunbar High School will celebrate students ethnicities during Black History Month and Hispanic Heritage Month.</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6499-XXX-005-11-243-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Utilize funds to conduct parent engagement events Intended Audience: parents Date(s) / Timeframe: August 2024 - May 2025 Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-005-30-510-000000-25F10 - \$4,500, - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-005-30-510-000000-25F10 - \$414	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Historically, the attendance for the 9th grade student population at Dunbar High School averages below 90%. Root Cause: Students and parents don't fully understand nor are they fully educated on the importance of Texas compulsory attendance laws.
Problem Statement 2: Students within the demographic at Dunbar High School have social and emotional needs that must be attended to before optimum learning can take place. Root Cause: Students within our demographic have SEL needs that inhibit learning on a daily basis. Students lack conflict resolution strategies.
School Processes & Programs
Problem Statement 3: For the 2023-2024 school year, there was a 79% increase in discipline referrals through the 1st semester as compared to the previous school year. Root Cause: Dunbar High School did not implement D.I.P and provide student interventions to support teacher classroom management.
Perceptions
Problem Statement 1: For the 2023-2024 school year there has been an increase in physical altercations at Dunbar High School in particular ninth grade and female students. Root Cause: School Administration did not effectively implement a restorative justice process (conflict resolution) and or a plan for students that return from out of school suspension.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3	general supplies	Supplies and materials for instructional use	211-11-6399-04N-005-30-510-000000-25F10	\$15,000.00
1	1	1	4	Technology and Furniture	Technology for instructional use	211-11-6396-04N-005-30-510-000000-25F10	\$2,500.00
2	1	1	4	Extra Duty Pay	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-005-30-510-000000-25F10	\$5,000.00
2	1	1	4	healthy snacks	Snacks or incentives for students	211-11-6499-04N-005-30-510-000000-25F10	\$1,844.60
2	1	2	1	Position	Title I Reading/ Mathematics Teacher	211-11-6119-04N-005-30-510-000000-25F10	\$69,525.00
3	1	2	1	Student Transportation	Transportation costs for students	211-11-6412-04N-005-30-510-000000-25F10	\$3,000.00
3	2	1	1		Contracted professional development	211-13-6299-04N-005-30-510-000000-25F10	\$23,500.00
4	2	1	2	Funds	Title I Teacher Assistant	211-11-6129-04N-005-30-510-000000-25F10	\$27,000.00
4	2	2	1	Teacher Travel	Travel for Teachers (PD)	211-13-6411-04N-005-30-510-000000-25F10	\$5,000.00
4	2	2	1	Librarian Travel	Travel for Librarian (PD)	211-12-6411-04N-005-30-510-000000-25F10	\$2,000.00
4	2	2	1		Travel for Counselor (PD)	211-31-6411-04N-005-30-510-000000-25F10	\$2,000.00
4	2	2	2	Professional Development Pull-Outs	Subs for professional development	211-11-6112-OPD-005-30-510-000000-25F10	\$7,500.00
4	2	2	3	travel for administrators	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-005-30-510-000000-25F10	\$15,000.00
Sub-Total							\$178,869.60
Budgeted Fund Source Amount							\$178,869.60
+/- Difference							\$0.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	3	3		Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-005-30-510-000000-25F10	\$4,500.00
4	2	3	3		Snacks for parents to promote participation	211-61-6499-04L-005-30-510-000000-25F10	\$414.00
Sub-Total							\$4,914.00
Budgeted Fund Source Amount							\$4,914.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-005-11-243-000000-	\$7,846.00
1	1	1	4		INSTRUCTION FURN&EQUIP < \$5000	199-11-6398-XXX-005-11-243-000000-	\$4,000.00
2	1	1	4		INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-005-11-243-000000-	\$7,404.00
4	2	2	2		INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-005-11-243-000000-	\$7,500.00
4	2	3	2		INSTRUCTION MISC OPERATING COSTS	199-11-6499-XXX-005-11-243-000000-	\$5,000.00
Sub-Total							\$31,750.00
Budgeted Fund Source Amount							\$31,750.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1	general supplies	GENERAL SUPPLIES		\$1,180.00
Sub-Total							\$1,180.00
Budgeted Fund Source Amount							\$1,180.00
+/- Difference							\$0.00

CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3		GENERAL SUPPLIES		\$12,594.00
1	1	1	3		OTHER READING MATERIALS		\$200.00
1	1	1	4	Technology and Furniture	FURN&EQUIP < \$5000		\$2,000.00
Sub-Total							\$14,794.00
Budgeted Fund Source Amount							\$14,794.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3		OTHER READING MATERIALS		\$250.00
1	1	1	3	general supplies	GENERAL SUPPLIES		\$8,250.00
1	1	1	3		MISC OPERATING COSTS		\$500.00
1	1	1	4		FURN&EQUIP < \$5000		\$524.00
2	1	1	4	SPED classroom reinforcements	MISC OPERATING COSTS		\$1,000.00
2	1	1	4		EXTRA DUTY/OT - SUPPORT		\$300.00
Sub-Total							\$10,824.00
Budgeted Fund Source Amount							\$10,824.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	4	miscellaneous operating costs	Supplies and materials for instructional use	199-11-6399-001-005-24-243-000000-	\$785.00
3	1	2	1	student transportation	Transportation costs for students	199-11-6412-001-005-24-243-000000-	\$3,000.00
3	4	1	1		Supplies and materials for instructional use	199-11-6399-001-005-24-243-000000-	\$5,000.00
3	4	1	2		Supplies and materials for instructional use	199-11-6399-001-005-24-243-000000-	\$3,400.00
Sub-Total							\$12,185.00
Budgeted Fund Source Amount							\$12,185.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3		Reading materials - instruction	199-11-6329-001-005-25-243-000000	\$300.00
1	1	1	3		Supplies and materials - instruction	199-11-6399-001-005-25-243-000000	\$1,664.00
Sub-Total							\$1,964.00
Budgeted Fund Source Amount							\$1,964.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	6	Office Supplies	SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-005-99-243-000000-	\$10,000.00
4	2	2	1		STAFF DEVELOPMENT TRAVEL - EMPLOYEE ONLY	199-13-6411-XXX-005-99-243-000000-	\$6,742.00
4	2	2	1		GUIDANCE & COUNSELING SVC TRAVEL - EMPLOYEE ONLY	199-31-6411-XXX-005-99-243-000000-	\$2,000.00
4	2	2	3		SCHOOL LEADERSHIP TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-005-99-243-000000-	\$5,000.00
Sub-Total							\$23,742.00
Budgeted Fund Source Amount							\$23,742.00
+/- Difference							\$0.00
Grand Total Budgeted							\$280,222.60
Grand Total Spent							\$280,222.60
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024