

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 52%.

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 46%

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 20%.

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 49%.

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 52%.

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 24.7%.

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 2024, the current index is 64.6 with 64.5% climate and 61.8% 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 93.3%.

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 78.3%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Paul Laurence Dunbar High School will increase P/D in Reading to 57%. 2022 P/D in Reading was 55%</p> <p>By 2023, Paul Laurence Dunbar High School will increase P/D in Math to 52%. 2022 P/D in Math was 50%</p>	<p>By 2024, Paul Laurence Dunbar High School will increase P/D in Reading to 59%. It is 50%.</p> <p>By 2024, Paul Laurence Dunbar High School will increase P/D in Math to 54%. It is 41%.</p>	<p>By 2025, Paul Laurence Dunbar High School will increase P/D in Reading to 62%. It is 52%</p> <p>By 2025, Paul Laurence Dunbar High School will increase P/D in Math to 57%. It is 46%</p>

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Paul Laurence Dunbar High School will increase P/D in Science to 33%. 2022 P/D in Science was 27%).</p> <p>By 2023, Paul Laurence Dunbar High School will increase P/D in Social Studies to 50%. 2022 P/D in Social Studies was 46%.</p> <p>By 2023, Paul Laurence Dunbar High School will increase P/D in Combined Writing to 54%. 2022 P/D in Combined Writing was 51%.</p>	<p>By 2024, Paul Laurence Dunbar High School will increase P/D in Science to 39%. It is 23%.</p> <p>By 2024, Paul Laurence Dunbar High School will increase P/D in Social Studies to 55%. It is 48%.</p> <p>By 2024, Paul Laurence Dunbar High School will increase P/D in Combined Writing to 57%. It is 43%.</p>	<p>By 2025, Paul Laurence Dunbar High School will increase P/D in Science to 45%. It is 20%</p> <p>By 2025, Paul Laurence Dunbar High School will increase P/D in Social Studies to 60%. It is 49%</p> <p>By 2025, Paul Laurence Dunbar High School will increase P/D in Combined Writing to 60%. It is 52%</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Paul Laurence Dunbar High School will decrease novice in Reading to</p> <ul style="list-style-type: none"> <li>● African American students &lt;35%, in 2022 it was 44%</li> <li>● English Language Learners &lt;54%, in 2022 it was 73%</li> <li>● Hispanic students &lt;35%, in 2022 it was 45%</li> </ul>	<p>By 2024, Paul Laurence Dunbar High School will decrease novice in Reading to</p> <ul style="list-style-type: none"> <li>● African American students &lt;25%, in 2023 it is 62%</li> <li>● English Language Learners &lt;35%, in 2023 it is 69%</li> <li>● Hispanic students &lt;25%, in 2023 it is 45%</li> </ul>	<p>By 2025, Paul Laurence Dunbar High School will decrease novice in Reading to &lt;15%.</p> <ul style="list-style-type: none"> <li>● African American students &lt;15%, in 2024 it is 44%</li> <li>● English Language Learners &lt;15%, in 2024 it is 74%</li> <li>● Hispanic students &lt;15%, in 2024 it is 45%</li> </ul>
<p>By 2023, Paul Laurence Dunbar High School will decrease novice in Math to</p> <ul style="list-style-type: none"> <li>● African American students &lt;35%, in 2022 it was 44%</li> <li>● English Language Learners &lt;41%, in 2022 it was 53%</li> <li>● Hispanic students &lt;35%, in 2022 it was 36%</li> </ul>	<p>By 2024, Paul Laurence Dunbar High School will decrease novice in Math to .</p> <ul style="list-style-type: none"> <li>● African American students &lt;25%, in 2023 it is 55%</li> <li>● English Language Learners &lt;30%, in 2023 it is 56%</li> <li>● Hispanic students &lt;25%, in 2023 it is 48%</li> </ul>	<p>By 2025, Paul Laurence Dunbar High School will decrease novice in Math to &lt;15%.</p> <ul style="list-style-type: none"> <li>● African American students &lt;15%, in 2024 it is 44%</li> <li>● English Language Learners &lt;15%, in 2024 it is 66%</li> <li>● Hispanic students &lt;15%, in 2024 it is 53%</li> </ul>
<p>By 2023, Paul Laurence Dunbar High School will decrease novice in Science to</p> <ul style="list-style-type: none"> <li>● African American students &lt;61%, in 2022 it was 81%</li> <li>● English Language Learners &lt;65%, in 2022 it was 87%</li> <li>● Hispanic students &lt;46%, in 2022 it was 58%</li> </ul>	<p>By 2023, Paul Laurence Dunbar High School will decrease novice in Science to</p> <ul style="list-style-type: none"> <li>● African American students &lt;41%, in 2023 it is 58%</li> <li>● English Language Learners &lt;43%, in 2023 it is 80%</li> <li>● Hispanic students &lt;33%, in 2023 it is 62%</li> </ul>	<p>By 2023, Paul Laurence Dunbar High School will decrease novice in Science to &lt;21%.</p> <ul style="list-style-type: none"> <li>● African American students &lt;21%, in 2024 it is 72%</li> <li>● English Language Learners &lt;21%, in 2024 it is 83%</li> <li>● Hispanic students &lt;21%, in 2024 it is 67%</li> </ul>
<p>By 2023, Paul Laurence Dunbar High School will decrease novice in Social Studies to</p> <ul style="list-style-type: none"> <li>● African American students &lt;55%, in 2022 it was 70%</li> <li>● English Language Learners &lt;69%, in 2022 it was 91%</li> <li>● Hispanic students &lt;44%, in 2022 it is 54%</li> </ul>	<p>By 2023, Paul Laurence Dunbar High School will decrease novice in Social Studies to</p> <ul style="list-style-type: none"> <li>● African American students &lt;40%, in 2023 it is 55%</li> <li>● English Language Learners &lt;46%, in 2023 it is 71%</li> <li>● Hispanic students &lt;34%, in 2023 it was 46%</li> </ul>	<p>By 2023, Paul Laurence Dunbar High School will decrease novice in Social Studies to &lt;23%.</p> <ul style="list-style-type: none"> <li>● African American students &lt;23%, in 2024 it is 47%</li> <li>● English Language Learners &lt;23%, in 2024 it is 67%</li> <li>● Hispanic students &lt;23%, in 2024 it is 46%</li> </ul>

<p>By 2023, Paul Laurence Dunbar High School will decrease novice in Combined Writing to</p> <ul style="list-style-type: none"> <li>• African American students &lt;38%, in 2022 it was 52%</li> <li>• English Language Learners &lt;50%, in 2022 it was 69%</li> <li>• Hispanic students &lt;22%, in 2022 it was 28%</li> </ul>	<p>By 2023, Paul Laurence Dunbar High School will decrease novice in Combined Writing to</p> <ul style="list-style-type: none"> <li>• African American students &lt;24%, in 2023 it is 40%</li> <li>• English Language Learners &lt;30%, in 2023 it is 65%</li> <li>• Hispanic students &lt;16%, in 2023 it is 42%</li> </ul>	<p>By 2023, Paul Laurence Dunbar High School will decrease novice in Combined Writing to &lt;10%.</p> <ul style="list-style-type: none"> <li>• African American students &lt;10%, in 2024 it is 47%</li> <li>• English Language Learners &lt;10%, in 2024 it is 67%</li> <li>• Hispanic students &lt;10%, in 2024 it is 46%</li> </ul>
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English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>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%</p>	<p>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%</p>	<p>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. In 2024 it is 24.7%</p>

**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***

<b>Teaching and Learning: PLCs use the PDSA model effectively to improve student learning</b>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress,	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	ILT meeting agendas and minutes, PLC PDSA documentation, department meeting agendas and minutes, faculty	Section 6

Post-Secondary Readiness, Graduation Rate		the strategies in their lesson planning. Teachers will share successes during PLC, department, and faculty meetings.	meeting agendas and minutes, walkthrough data	
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
<a href="#">Progress Monitoring</a> January 2023, March 2023, June 2023				

<b>Interdisciplinary Literacy Instruction</b>				
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
<a href="#">Progress Monitoring</a> January 2023, March 2023, June 2023				

<b>Assessment – Refine Balanced Assessment System</b>				
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	Section 6

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

<b>Multi-Tiered Systems of Support</b>				
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
<a href="#">Progress Monitoring</a> January 2023, March 2023, June 2023				

<b>Structures to Ensure Post-Secondary Readiness</b>				
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	<p>Career: Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Scheduling materials will be developed to clearly define Career Pathway requirements and benefits to attaining Career Ready status. All 9th graders will be scheduled for an introductory CTE course of their choice. CTE teachers will conference with students to identify and schedule them for the next course in the pathway sequence.</p> <p>Academic: ACT: Teachers will routinely teach standardized ACT test-taking</p>	Scheduling materials, TEDS data, student schedule reviews, PLC PDSA documents,	Section 6, District curriculum resources



		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.		
Science	Establishing Learning Culture and Environment	Clarify scheduling practices for newcomer EL students to ensure that they take biology by 11th grade.	Student support team agenda and minutes, scheduling materials, student schedule review	NA
Graduation rate	Review, Analyze and Apply Data	Utilize ROIS data to assist in identifying students at risk for remediation, failure and/or untimely graduation. The Student Problem Solving Team will review students at an increased risk for not graduating on time and ensure they are matched with appropriate supports and interventions, making adjustments as needed.	ROIS data, SPST agendas and minutes, graduation plan review	NA
Graduation Rate	Establish Learning Culture and Environment	Students who fail courses will be scheduled into credit recovery classes and district-provided online credit programs to ensure they remain on track for graduation.	Credit recovery completion data, student transcript review	District-provided online credit recovery licenses
<a href="#">Progress Monitoring</a> January 2023, March 2023, June 2023				

<b>Culture/Climate: Provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.</b>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	Design, Align, Deliver	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,	Section 6

	Support Processes		SEL lesson plans, discipline data	
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 Processes	Create a student equity committee to engage in data review, problem-solving, and making recommendations.	Student equity committee meeting agendas and minutes	Section 6
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
<a href="#">Progress Monitoring</a> January 2023, March 2023, June 2023				

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

<b>Teaching and Learning: PLCs use the PDSA model effectively to improve student learning</b>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap,	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: <ul style="list-style-type: none"> <li>● Professional development materials</li> <li>● PLC data protocols</li> </ul>	Section 6

English Learner Progress			<ul style="list-style-type: none"> <li>● PLC Tier 1 support implementation plan</li> </ul> <p>Progress monitoring:</p> <ul style="list-style-type: none"> <li>● PLC leads will submit completed data protocols and Tier 1 support plans with PLC minutes</li> <li>● Principals will monitor use of tools and routines through walkthroughs, PLC visits, and evaluations</li> </ul>	
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.	<p>Measures of success:</p> <ul style="list-style-type: none"> <li>● student self-monitoring tools</li> <li>● PLC PDSA documents</li> </ul> <p>Progress monitoring:</p> <ul style="list-style-type: none"> <li>● PLC leads will submit student monitoring tools</li> <li>● Principals will monitor use of tools and routines</li> </ul>	NA

			through walkthroughs, PLC visits, and evaluations	
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: <ul style="list-style-type: none"> <li>● Marzano: nonlinguistic representation</li> <li>● EL practices: teach and use meaning-making strategies</li> <li>● Reading strategies: SQ3R</li> <li>● Acceleration strategies: extensions through interdisciplinary connections, self-directed project-based learning, complex/elaborate/in-depth investigations</li> </ul>	Measures of success: <ul style="list-style-type: none"> <li>● PD plan</li> <li>● Training materials</li> <li>● Walkthrough data</li> <li>● PLC planning records</li> </ul> Progress monitoring: <ul style="list-style-type: none"> <li>● PLC leads will submit planning documents that include use of these strategies</li> <li>● Principals will monitor use of tools and routines through walkthroughs, PLC visits, and evaluations</li> </ul>	Section 6/PD
<a href="#">Progress Monitoring</a> January 2024, March 2024, May 2024				

Interdisciplinary Literacy Instruction				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<p>Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress</p>	<p>Design and Deliver Instruction</p>	<p>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.).</p> <p>Focus on practices that, according to the 2023 teacher Tier1 survey, are currently being under-used:</p> <ul style="list-style-type: none"> <li>● high-level vocabulary</li> <li>● building stamina with primary sources and complex, discipline-specific texts</li> <li>● synthesizing information from multiple sources</li> <li>● timed writing (on-demand, extended response, mathematical justification),</li> <li>● argumentative writing including claim, counterclaim, and refutation.</li> </ul>	<p>Measures of success:</p> <ul style="list-style-type: none"> <li>● professional development materials</li> <li>● faculty department meeting agendas</li> <li>● walkthrough data</li> </ul> <p>Progress monitoring:</p> <ul style="list-style-type: none"> <li>● PLC leads will include literacy practices on their PLC minutes</li> <li>● Principals will monitor the integration of effective literacy practices through walkthroughs, PLC visits, and evaluations</li> </ul>	<p>Section 6</p>
<p>Reading, Combined Writing</p>	<p>Review, Analyze, Apply Data Results</p>	<p>Develop a monitoring system to ensure the implementation of the school writing program with fidelity.</p>	<p>Measures of success:</p> <ul style="list-style-type: none"> <li>● literacy team agendas and minutes</li> <li>● monitoring system</li> </ul> <p>Progress monitoring:</p> <ul style="list-style-type: none"> <li>● literacy team will monitor the use of the monitoring</li> </ul>	<p>NA</p>

			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.	<p>Measures of success:</p> <ul style="list-style-type: none"> <li>• Instruction planning and implementation documented in PLC PDSA documents</li> <li>• Assessments designed, administered, and results analyzed at student level</li> <li>• Student progress monitoring process designed and implemented</li> </ul> <p>Progress monitoring:</p> <ul style="list-style-type: none"> <li>• PLC lead will monitor planning, design, and implementation</li> <li>• Department leadership will report progress to the principal</li> </ul>	NA
<a href="#">Progress Monitoring</a>				

<b>Assessment – Refine Balanced Assessment System</b>				
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.	<p>Measures of success:</p> <ul style="list-style-type: none"> <li>• system developed</li> <li>• teachers trained on system (faculty/ department meetings)</li> <li>• data analysis documentation</li> <li>• PLC documentation of Tier 1 instructional supports</li> <li>• mastery of essential standards from each unit framework</li> </ul> <p>Progress monitoring:</p> <ul style="list-style-type: none"> <li>• analysis of common assessment data at PLC and department meetings</li> </ul>	NA
Reading, Math, Science, Social Studies,	Design and Deliver	Develop a plan for students in state-testing grade levels to practice tests with released items in the format of the state tests and	Measures of success:	NA

Combined Writing, Achievement Gap, English Learner Progress	Assessment Literacy	scored using released rubrics and scoring guides.	<ul style="list-style-type: none"> <li>Practice testing schedule</li> <li>PLC data analysis and intervention plan</li> </ul> <p>Progress monitoring:</p> <ul style="list-style-type: none"> <li>ILT will review analyzed practice test results</li> </ul>	
Progress Monitoring January 2024, March 2024, May 2024				

<b>Multi-Tiered Systems of Support</b>				
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.	<p>Measures of success: SPST agendas and minutes</p> <p>Progress monitoring: Documentation of decision rules and progress monitoring</p>	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.	<p>Measures of success: CBM assessment instructions and schedules, data analysis procedures</p> <p>Progress monitoring: BAC and MTSS committee will monitor</p>	District



			implementation and report to the principal	
<a href="#">Progress Monitoring</a> January 2024, March 2024, May 2024				

<b>Structures to Ensure Post-Secondary Readiness</b>				
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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, BAC, and CCR coach will collaborate to monitor and report to the principal	NA
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: <ul style="list-style-type: none"> <li>• Working group formed</li> <li>• Models identified and reviewed by team</li> <li>• Plan(s) developed</li> </ul>	NA

			<p>Progress monitoring:</p> <ul style="list-style-type: none"> <li>• Group lead will report to principal</li> </ul>	
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.	<p>Measures of success:</p> <ul style="list-style-type: none"> <li>• Released items, answers, and justifications gathered and organized for weekly delivery</li> <li>• Progress monitoring plan established and implemented</li> <li>• Teachers trained on materials and implementation plan</li> <li>• Increased ACT scores</li> </ul> <p>Progress monitoring:</p> <ul style="list-style-type: none"> <li>• Teacher and student-level progress monitoring will be built into the implementation plan</li> <li>• PLC leads will lead data analysis</li> </ul>	Section 6

			<ul style="list-style-type: none"> <li>• Department chair will report to principal</li> </ul>	
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.	<p>Measures of success:</p> <ul style="list-style-type: none"> <li>• Create team including CTE, BAC, CCC, and student support to design the monitoring system</li> <li>• Student support will revise their scheduling checklist to include post-secondary readiness procedures</li> <li>• All students will be scheduled to meet their individual goals and have an intentional path to post-secondary readiness attainment</li> </ul> <p>Progress monitoring:</p> <ul style="list-style-type: none"> <li>• Team will review student schedules,</li> </ul>	NA

			<p>TEDS, and ROIS data</p> <ul style="list-style-type: none"> <li>• Team lead will report to principal</li> </ul>	
<p><a href="#">Progress Monitoring</a> January 2024, March 2024, May 2024</p>				

<p><b>Culture/Climate: Provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.</b></p>				
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.	<p>Measures of success: Scheduling committee minutes, 2024-25 master schedule</p> <p>Progress monitoring: head counselor will report to the principal</p>	NA
Quality of School Climate and Safety	Design, Align and Deliver Support	Expand culturally responsive student support and engagement group offerings.	<p>Measures of success: Small group and club lists</p> <p>Progress monitoring: SBDM through club approvals</p>	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	Title 1

			Progress monitoring: committee chairs will 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
<a href="#">Progress Monitoring</a> 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, visible learning practices, Kentucky Interdisciplinary Literacy Practices (KILP), and backward design principles to plan for cognitively engaging, grade-appropriate instruction.	<p>Measures of success: PLC PDSA documentation</p> <p>Progress monitoring: PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations</p>	NA
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deploy Standards	Continue to monitor student progress in all tiers of instruction with fidelity checks of curriculum, unit framework alignment, and student learning intentions.	<p>Measures of success: PLC administration visits, walkthrough data</p> <p>Progress monitoring: PLC leads will submit Tier 1 student data analysis with PDSA documentation, Intervention teachers will submit Tier 2 and Tier 3 student data to the MTSS lead quarterly, Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations</p>	NA

<p>Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress</p>	<p>Design, Align and Deliver Support</p>	<p>Each PLC will identify one member to monitor the implementation of SIOP protocols (building background knowledge, pre-teaching vocabulary using multiple modes, using comprehensible content input, student interaction, scaffolding instruction up to mastery of the standard, and incorporating EL engagement strategies) in their curriculum planning.</p>	<p>Measures of success: PLC PDSA documentation</p> <p>Progress monitoring: PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations</p>	<p>NA</p>
<p>Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress</p>	<p>Design, Align and Deliver Support</p>	<p>All teachers with general-level core classes will be scheduled for common planning with fidelity. PLC data processes will focus on Tier 1 support to scaffold students in general classes to mastery of standards and beyond.</p>	<p>Measures of success: Master schedule, PLC common planning schedule, PLC PDSA documentation</p> <p>Progress monitoring: PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations</p>	<p>NA</p>
<p><a href="#">Progress Monitoring</a> January 2025, March 2025, May 2025</p>				

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 effective vocabulary development tools (Frayer model, visual word walls, non-linguistic representation, student-friendly definitions and examples, verbal repetition, etc.)	<p>Measures of success: Teacher training materials, PLC PDSA documentation, walkthrough data</p> <p>Progress monitoring: PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations</p>	Title II
Reading, Combined Writing	Design, Align and Deliver Support	Develop a toolbox for On-Demand Writing instruction and practice for content teachers, including an ODW prompt template, KSA ODW rubric, and scaffolding tools for EL students.	<p>Measures of success: Teacher training materials, PLC PDSA documentation, walkthrough data</p> <p>Progress monitoring: PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations</p>	Title II



Reading, Combined Writing	Design and Deliver Instruction	Each PLC will identify one member to monitor the implementation of the school writing program (daily reading, writing, speaking, and listening opportunities, weekly schoolwide literacy strategies and writing to learn, 2 times/semester writing to demonstrate learning, 1 time/semester writing for publication) in their curriculum planning.	Measures of success: PLC PDSA documentation, walkthrough data  Progress monitoring: PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations	NA
<a href="#">Progress Monitoring</a> January 2025, March 2025, May 2025				

<b>Assessment – Refine Balanced Assessment System</b>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Assessment Literacy	Deploy assessment practices to ensure a balanced approach to standards mastery including aligned and calibrated formative and summative assessments at the school and district level that reach the complexity and rigor indicated in the standards, specifically focusing on increasing the assessment of higher-order thinking skills.	Assessment schedules, assessment tasks, gradebook checks	NA
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Assessment Literacy	Use available technology to create some classroom assessments that mirror the format and structure of state assessments.	Measures of success: Assessment schedules, assessment tasks, gradebook checks  Progress monitoring:	NA

			PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations	
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Establishing Learning Culture and Environment	Identify and share examples of teachers using success criteria effectively to guide student self-assessment of their learning.	Measures of success: Training materials, agendas, walkthrough data  Progress monitoring: ILT will make recommendations to administration	NA
<a href="#">Progress Monitoring</a> January 2025, March 2025, May 2025				

<b>Multi-Tiered Systems of Support</b>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, English Learner Progress, Achievement Gap	Design, Align and Deliver Support	Conduct needs assessment of MTSS structures to identify and correct gaps in service.	Measures of success: MTSS data, support team recommendations  Progress Monitoring: 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	Measures of success: weekly eOS team meeting minutes, decision rules, and intervention plans	NA

		need of support with appropriate interventions.	Progress monitoring: team lead will report to administration team	
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Culture of School Climate and Safety	Design, Align and Deliver Support	Recruit teachers to push in to general KSA year core classes to provide 30 minutes/week of targeted Tier 1 support to students who are not achieving at grade level independently.	Measures of success: schedule of interventions, intervention materials, student progress monitoring  Progress monitoring: Teachers will submit student progress monitoring data in PLCs	Section 6 - materials and stipends
<a href="#">Progress Monitoring</a> January 2025, March 2025, May 2025				

<b>Structures to Ensure Post-Secondary Readiness</b>				
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
Post-Secondary Readiness	Review, Analyze, and Apply Data	CTE teachers will map course progression and timing of certification tests for their pathway(s). They will progress monitor students in their pathway for course attainment and postsecondary readiness through stacked certification, CTE EOP exams, dual credit, and work-based learning/ internships.	Measures of success: pathway mapping documents, student pathway tracking data  Progress monitoring: CTE teachers will share documents and review progress with the CTE liaison	NA

			assistant principal and PSR committee	
Post-Secondary Readiness	Review, Analyze, and Apply Data	PSR committee will coordinate with counselors to ensure that students who have not attained PSR through academic or career readiness by the end of their 11th grade year are scheduled in a dual credit, work study/internship, or other class that allows them to reach postsecondary readiness.	Measures of success: Student schedules, PSR attainment data  Progress monitoring: The PSR committee chair and head guidance counselor will report progress to the principal	NA
<a href="#">Progress Monitoring</a> 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
Quality of School Climate and Safety	Establishing Learning Culture and Environment	Make student engagement a priority by consistently enforcing the school policies regarding cell phone usage, tardies, and skipping. In addition, minimize interruptions to class by ensuring that field trips and pull-outs are aligned with school goals and reducing PA announcements.	Measures of success: Walkthrough data, behavior data, field trip and pull-out procedures, PA announcement approval process  Progress monitoring: PBIS committee will review data at monthly meetings	NA
Quality of School Climate and Safety	Establishing Learning Culture and Environment	Expand academic and behavioral incentives for students through PBIS and final exam exemptions.	Measures of success: incentive schedules  Progress monitoring: PBIS committee will	Fundraising, section 6

			report to administration	
Quality of School Climate and Safety	Establishing Learning Culture and Environment	Prioritize smaller class sizes and optimal scheduling of general core classes.	Measures of success: master schedule  Progress monitoring: head guidance counselor will coordinate with the principal	NA
Quality of School Climate and Safety	Establishing Learning Culture and Environment	Collaborate with Green Dot/SEL to increase instruction on the dangers of social media and how to deal with bullying	Measures of success: schedule of events and instructional plans  Progress monitoring: Green Dot & SEL leads will coordinate with homeroom manager and administration team	Section 6 & district
Quality of School Climate and Safety	Design, Align and Deliver Support	Deploy schoolwide Talking Points to facilitate 2-way communication with families in their home languages.	Measures of success: Training documents, communication plan, Talking Points data  Progress monitoring: The Title 1 coordinator will review Talking Points data with the ILT and administration team	Title 1
Quality of School Climate and Safety	Establishing Learning Culture and Environment	Coordinate with Title 1 to plan family engagement activities.	Measures of success: calendar of events, attendance records, stakeholder feedback	Title 1

			Progress monitoring: Title 1 coordinator will report to the administration team	
<a href="#">Progress Monitoring</a> January 2025, March 2025, May 2025				



2024-2025 Phase One: Executive Summary for  
Schools\_08162024\_08:43

2024-2025 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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## 2024-2025 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?

Paul Laurence Dunbar High School is one of six comprehensive high schools in Fayette County Public Schools. Named after the 19th-century African-American poet, the school also honors the historically African-American Dunbar High School that once stood in downtown Lexington and was renowned for its tradition of excellence. The current Paul Laurence Dunbar High School opened in 1990 and offers a rigorous and well-rounded education to a diverse student body.

The school maintains a connection to its heritage through an active partnership with the original Dunbar High School's alumni association. This includes naming our gym after the original school, hosting a football series to celebrate the original coaching staff, and continuing the tradition of a student poet laureate competition, where a senior delivers an original poem at graduation.

Dunbar is a large, suburban Title I high school with a diverse ethnic and socioeconomic makeup. Currently, we have 1,834 students enrolled. At Dunbar High School, our diversity is one of our strengths. Our demographic breakdown is as follows: 39.80% White, 13.52% African-American, 31.57% Hispanic, 11.23% Asian, and 3.49% other. Additionally, 51.69% of our students qualify for free or reduced lunch, 8.62% have Individual Education Plans, and 24.26% are identified as Gifted/Talented. Fourteen percent of our students are English Language Learners, with home languages including Spanish, Swahili, Tagalog, Urdu, Russian, Portuguese, Punjabi, Nepali, Kinyarwanda, Japanese, Hindi, French, Chinese, Bulgarian, Arabic, and Korean.

Dunbar provides a rigorous and well-rounded education. Almost all of our students participate in a career pathway, over half study the arts, and more than half 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. Dunbar's grading policy emphasizes standard-based learning and assessment which utilizes a mastery learning approach that supports robust Tier 1 interventions and encourages a growth mindset to ensure all students have the opportunity to reach their full potential.

In addition to our general program, Dunbar houses the Math, Science, and Technology Center (MSTC), a selective application-based Gifted and Talented program. Established when the school opened, MSTC includes 238 students from across Fayette County. All MSTC students complete a rigorous academic program and a Capstone Research Project, working with community mentors such as University of Kentucky professors.

One challenge we face is the community's misconception that our academic successes are solely due to the gifted students in the MSTC program, which comprises only 13% of our student population, which is a little more than half of our total G&T population of 24.26%. Another challenge is addressing the needs of our growing Hispanic and ELL populations while maintaining a rigorous curriculum for all students while reaping the full benefits of our student body's diversity.

### School Stakeholders

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

Dunbar's SBDM council, which includes parents, teachers, and administration, serves as the official method for direct stakeholder input. Additionally, our parents engage with the school through PTSA, Title 1, College and Career Center events, 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 guiding principles, which are reviewed annually with SBDM, staff, and students, 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, are posted in all classrooms and throughout the building, and are the foundation of our Tier 1 behavior supports

### 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. Dunbar students consistently perform above the state and district averages in all content areas. This is most prominent in math, science, and social studies. Our average ACT score (20.3 in 2024) is well above the district, state, and national averages and included 11 perfect ACT scores in 2023-24. Additionally, during the 2023-24 school year, we had 32 National Merit Semifinalists and 30 National Merit Scholar Finalists, and 10 candidates for the U.S. Presidential Scholars Program. Four Dunbar students were finalists at the International Science and Engineering Fair including 3 who won additional awards: 4th place in Engineering Technology, 4th place in Mathematics, 1st place in Materials Science, and the winner of the George D. Yancopoulos Innovator Award for the top First Place project. 265 students at PLD took 1,268 AP exams for 31 courses during the 2023-24 school year, achieving an average score of 3.85 and a 79% pass rate. AP 2-D Art and Design, German Language and Culture, Macroeconomics, Microeconomics, and Physics 2 attained a 100% pass rate, and almost all of our AP exam results achieved scores well above the state and national averages. We had 116 AP Scholars, 29 AP Scholars with Honor, and 120 AP Scholars with Distinction.

The 2023-24 school year saw PLD student-athletes win individual state championships in Swimming and team regional championships in Girls Volleyball, Boys Swimming, and Boys Tennis. Overall 500+ student-athletes represented PLD in 27 sports/athletic activities. 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 during the 2023-24 school year. Numerous visual arts students have had their work selected to be displayed in local and state collections. Additionally, we had 17 National German Exam award winners, and one of our freshmen was awarded as a National Endowment for the Arts Scholar in the National History Day, Individual Documentary, Senior Division.

As a Title 1 school, we also focus on both student and family engagement. Much of our Title 1 funding supports additional faculty positions, allowing us to maintain smaller class sizes and focus on building strong connections with students. We also work to build strong, lasting relationships with families and community partners to ensure all stakeholders have a positive influence on our students. Dunbar funds a family liaison who works closely with our EL and Spanish-speaking population to ensure equitable family engagement. Additionally, we partner with a community center that serves the African community to support our students and families. Our 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 using the SIOP method. Instruction focuses on culturally responsive practices, building background knowledge, previewing and reinforcing

academic vocabulary, making content comprehensible, 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 student support 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, implementation of the school-wide literacy plan and writing program, and training our entire staff on the SIOP protocol to support language development.

#### 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 mastery learning, MTSS, and PBIS. Our commitment to excellence, high expectations, and emphasis on inclusion is a direct reflection of the original Dunbar High School's heritage and influence.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for  
Schools\_09232024\_14:06

2024-2025 Phase Two: The Needs Assessment for Schools

**Paul Laurence Dunbar High School**

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## **2024-2025 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 they will address 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 as you conducted 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 were documented.

During the 2023-24 school year, area leads submitted implementation evidence and data relevant to the 2023-24 CSIP strategies and goals to the administration team. In December 2023, the administration team met with each department's Instructional Leadership Team members to review the updated CSIP strategies they were responsible for leading the implementation of with their staff. The instructional leadership team, academic departments, MTSS, and PBIS committees met monthly to review data in critical areas of need and to monitor the CSIP strategies that are in place to address these needs. Course-specific PLCs met weekly and use the Plan-Do-Study-Act protocol to review students' performance data and plan instructional next steps. The PLD SBDM reviewed the 2023-24 CSIP progress monitoring data at their January, March, and May meetings. All CSIP goals were reviewed with the staff and SBDM at their August 2024 meetings.



Embargoed state assessment data was released to school administrators on September 19, 2024. The data was reviewed and analyzed by the principal, the building assessment coordinator, and the assistant principal who manages the CSIP. Data was shared with the administration team for discussion of priority areas.

State assessment data was released publicly on October 1, 2024. After Fall Break, the building assessment coordinator shared the data at a staff meeting on October 7, 2024. On October 8, 2024 the Instructional Leadership Team broke into groups to review the data in more depth to complete the needs assessment. On October 14, 2024 the PLD SBDM reviewed and approved the Needs Assessment and Key Elements for Phase 2 of the CSIP.

### 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 2023-24 school year, Dunbar High School's CSIP focused on improving fidelity with Visible Learning, improving Tier 1 instructional practices, integrating strategies to support EL students, updating and implementing the literacy plan, improving data processes, and intentionally practicing the question types and format of ACT and KSA testing through bellringers. In January, teachers in the building led training on nonlinguistic representation, culturally responsive teaching and learning, and EL writing strategies. Teachers began reviewing released ACT and KSA items with testing-year classes in February. The full faculty was trained in visible learning, focusing on student reflection using the success criteria in March. In addition, the Literacy Team's updated writing program requirements were implemented in March. The Student Problem Solving Team put decision rules in place for students needing Tier 2 and Tier 3 behavior support and our behavior coach refined the process for developing and monitoring Behavior Intervention Plans. Our student attendance team actively monitored truancy and communicated with families to offer support and encourage regular attendance. The PBIS team developed a good-faith-effort reward for students taking state assessments. Our College and Career Coach, Building Assessment Coordinator, and Career and Technical Education leadership team designed a tool to track post-secondary readiness attainment. We developed a pathway scheduling checklist for counselors that clarifies the scheduling requirements. Our EL department secured a grant to fund a credit recovery program after school, resulting in 52 students earning credits and 19 graduating in May.

The CSIP strategies deployed during the 2023-24 school year improved student achievement, behavior, and attendance. In addition, the school saw an improvement in our climate and safety ratings.

Preparing for the 2024-25 school year, we improved the structural support for the strategies we began in 2023-24. We trained our department leadership and PLC leads on an updated Plan-Do-Study-Act protocol that prioritizes data analysis. We also deployed guidelines for our 30-30-30 instructional model to support differentiation in Tier 1 instruction. The Instructional Leadership Team was trained

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in the SIOP method to support the intentional inclusion of language support in the lesson planning process for all courses. This year, the administration and Instructional Leadership Team are monitoring the implementation of priority areas with walkthroughs, PLC visits, and Professional Growth Plans.

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Academically, PLD saw substantial improvement in our KSA results, with our index score and the percentage of students scoring Proficient or Distinguished improving in reading, mathematics, social studies, and combined writing. While our index and percentage of students scoring Proficient or Distinguished decreased slightly in science, our students had a smaller decline than the district and state averages. We saw a small increase in Novice scores in all content areas except combined writing. Novice reduction will be a top priority for the 2024-25 school year.

We saw improvements in our climate and safety index scores, English Language Proficiency indicator, graduation rate, and postsecondary readiness attainment. In behavioral indicators, tardy office discipline referrals increased but referrals for behaviors occurring in the restroom decreased. Additionally, we had fewer freshmen ODR 23-24 than 22-23, and out-of-school suspension was reduced overall (F/R Lunch, SPED, EL, Hispanic). While student attendance has improved marginally, we continue to have too many chronically truant students.

## Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

## Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

### Current Academic State:

Currently, the percentage of Dunbar students scoring Proficient or Distinguished is 52% in reading, 46% in math, 20% in science, 53% in combined writing, and 49% in social studies. The percentage of students scoring Novice is 30% in reading, 33% in math, 43% in science, 22% in combined writing, and 28% in social studies. Our average ACT composite score is 20.3 (19.4 English, 20.6 reading, 19.9 mathematics, 20.7 science).

### Current Non-Academic State:

74.2% of 2023-24 Dunbar graduating students were postsecondary ready. 65.8% met the criteria for academic readiness and 53.1% met the criteria for career readiness. 13.5% received the career bonus for completing the stacked industry certification requirements in a high-need area. Our graduation rate is 93.9% for our 4-year cohort and 92.7% for our 5-year cohort (up from their 90.6% 4-year rate).

### Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Our top priority is to move our ELL + monitored students out of TSI Status. Currently, the percentage of our ELL students score Novice is 74% in reading (up from 69% in 2023), 66% in math (up from 56% in 2023), 83% in science (up from 80% in 2023), 67% in social studies (down from 71% in 2023), and 68% in combined writing (up from 65% in 2023).

Additionally, we are prioritizing novice reduction in all student populations. Among all students, the percentage scoring Novice is 30% in reading (up from 29% in 2023), 33% in math (up from 32% in 2023), 43% in science (up from 40% in 2023), 28% in social studies ( up from 27% in 2023), and 22% in combined writing (down from 27% in 2023).

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Finally, we are focusing on improving the percentage of our students who attain career readiness by tightening our scheduling and assessment practices. In 2024, 74.2% of all 12th-grade students attained postsecondary readiness: 65.8% academic ready and 53.1% career ready.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Students and teachers feel safe and supported at Paul Laurence Dunbar High School. This is evident by the student responses to the climate and safety survey (73.2% positive ratings on "There is at least one adult from my school who listens to me when I have something to say," 72.8% on "When I need help with schoolwork, I can ask a teacher," 70.1% "My teachers expect me to do my best all the time," 69.7% "If I have a problem, there is an adult from school I can talk to," 69.6% "If a student is bullied during school, there is a safe way to report it to an adult"). On the Impact KY Working Conditions Survey, teachers report favorably 93% that their school leaders are friendly towards them, 91% that their school leaders are respectful towards them, 86% that their school leaders are understanding when challenges arise in their personal life, 85% that the school leadership treats the faculty fairly, 86% that they use assessment data to inform their instruction, 85% that it would be easy for them to teach a class with groups of students from very different religions than each other. A strong school climate allows teachers and students to grow and take risks to improve their results.

Additionally, the growth we saw from implementing the strategies in the 2023-24 CSIP creates a sense of teacher and student efficacy, making people more willing to take the next steps to increase the intensity and fidelity of our practices. SIOP will support our EL students, expand literacy-based practices throughout the school, embed Tier 1 instructional support, and organically integrate students' cultural backgrounds into instruction. The emphasis on data analysis in the PLC process will allow us to support students to move them out of novice-level performance. Improving fidelity of our CTE pathways scheduling and completion will result in a higher level of postsecondary readiness.

### 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 Processes](#)

[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**

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PLD Key Elements 2024

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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:** The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Our focus will be on KCWP 2: Design and Deliver Instruction; KCWP 4: Review, Analyze and Apply Data; and KCWP 6: Establishing Learning Culture and Environment

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 PLD Key Elements 2024		• 7



2024-2025 Phase Two: School Assurances\_09232024\_13:58

2024-2025 Phase Two: School Assurances

**Paul Laurence Dunbar High School**

**Scott Loscheider**

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

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## 2024-2025 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 assistance 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

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 assistance 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 9/5/24

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 under section 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

N/A

**COMMENTS**

parent review available at Open House 9/5/24

7. The school provides parents of participating children in a targeted assistance program, 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).

**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, 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 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 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**

17. In 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 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 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 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).

Yes

No

N/A

**COMMENTS**

21. In 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

23. In 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 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 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 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 targeted assistance school program, the school serves participating students by providing professional development to, for example, 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 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 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 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**

Schools Identified for Targeted Support and Improvement

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

Yes

No

N/A

**COMMENTS**

33. If identified in the previous year 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**

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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**FCPS Office of Human Resources  
Annual School 24 Hour Professional Learning Implementation Plan & Supporting Budget Allocations  
2024-2025**

School: Paul Laurence Dunbar HS

PL Representative: Andrea Tinsley

	<b>Work Calendar Date</b>	<b>Total PL Hours</b>	<b>Funding Source</b>	<b>Brief Description of Planned PL Activity</b>	<b>Comprehensive School Improvement Plan (CSIP) Objective</b>	<b>District Strategic Priority Alignment</b>	<b>Comprehensive District Improvement Plan (CDIP) Focus Area</b>
<b>PL Day #1</b>	Aug 5, 2024	6	School Funded	PLC work, Aligning Assessments, Literacy Plan Implementation, Culturally Responsive Teaching and Learning Practices	<p>Improve student achievement for all students in writing or 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.</p> <p>Improve school's culture to emphasize student and staff safety, wellness, inclusion, sense of belonging by improving SEL, Unity and Belonging, PBIS, and Green Dot program.</p>	Student Achievement Diversity, Unity and Belonging Organizational Health and Efficiency	Reading Math Science Social Studies Writing Achievement Gap English Learner Progress Post-secondary Readiness Graduation Rate
<b>PL Day #2</b>	Aug 6, 2024	6	District Funded	FCPS Convocation			



<b>PL Day #3</b>	Aug 7, 2024	6	School Funded	Department and PLC Work	PLC's will collaborate to develop standards-based unit plans and assessments, analyze student data to improve instruction and performance, develop intervention materials and strategies.	Student Achievement Diversity, Unity and Belonging Organizational Health and Efficiency	Reading Math Science Social Studies Writing Achievement Gap English Learner Progress Post-secondary Readiness Graduation Rate
<b>PL Day #4</b>	Aug 8, 2024	6	District Funded	Professional Learning Institutes			
<b>PL Day #5</b>	Aug 13, 2024	6	School Funded	Opening Day, Faculty meeting, PLC/Dept. work	<p>24-25 expectations, updates, protocols, and new information for staff.</p> <p>PLC's will prepare for the 24-25 school year by reviewing and applying updated assessment alignment, district goals and expectations, as it relates to the upcoming school year.</p> <p>PD sessions will support PLC's as they develop and refine detailed rubrics and models of exemplary work. PLC's will develop a Student Self-Assessment tracking system for monitoring and goal setting.</p> <p>Create and/or Revise high-yield learning strategies.</p> <p>Create and/or Revise school-level formative and summative assessments that align to standards.</p>	Student Achievement Highly Effective and Culturally Responsive Workforce Unity and Belonging	Reading Math Science Social Studies Writing Achievement Gap English Learner Progress Post-secondary Readiness Graduation Rate


<b>PL Day #6</b>	Jan 6, 2025	6	School Funded	Department and PLC Follow-up	<p>PLC's will collaborate to develop standards-based unit plans and assessments, analyze student data to improve instruction and performance, develop intervention materials and strategies.</p> <p>Departments will also continue to analyze state assessment data and discuss all information received from faculty meetings.</p>	<p>Student Achievement</p> <p>Highly Effective and Culturally Responsive Workforce</p>	<p>Reading</p> <p>Math</p> <p>Science Social Studies</p> <p>Writing</p> <p>Achievement Gap</p> <p>English Learning Progress</p> <p>Post-secondary Readiness</p> <p>Graduation Rate</p>
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**Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.**

<b>Additional PL Plans</b>	SIOP Training		District Provided/ Stipend	3-day, 7 hour training for Administration and assigned Leadership Team	Instructional leaders will be trained in effective EL strategies to make content comprehensible to new English-speaking students through differentiation.	Highly effective and culturally responsive workforce	<p>Reading</p> <p>Math</p> <p>Science</p> <p>Social Studies</p> <p>Writing</p> <p>Achievement Gap</p> <p>English Learner Progress</p>
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Additional PL Plans	Advanced Placement course summer institute		Title IV	5 day virtual or in-person training on curriculum and assessment for AP courses (required by College Board for new instructors )	<p>Assist high schools with developing short and long-term goals to increase the number of students who are post-secondary ready by Dual Credit and AP course offerings.</p> <p>Provide professional learning during the summer and throughout the school year to support the needs of students and staff</p> <p>Develop scheduling practices that ensure all students have a viable route to attain post-secondary readiness in one or both areas (academic and career ready), which includes encouraging students to schedule AP courses</p>	Highly effective and culturally responsive workforce	<p>Reading</p> <p>Math</p> <p>Science</p> <p>Social Studies</p> <p>Writing</p> <p>Achievement Gap</p> <p>English Learner Progress</p> <p>Post-secondary Readiness</p>
Additional PL Plans							
Additional PL Plans							

Principal Approval:  4-15-24 Date Approved by SBDM Council: 4-15-24

*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.





2023-2024 Phase Four: Professional Development Plan for Schools  
for School Year 2024-2025\_03132024\_10:24

2023-2024 Phase Four: Professional Development Plan for Schools for School Year  
2024-2025

**Paul Laurence Dunbar High School**  
**Scott Loscheider**  
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United States of America

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## 2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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 [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), 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 [KRS 158.6451](#) 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?

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.

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.

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.

One priority focus area is to reduce novice performance in all content areas. To achieve this goal, we are focusing on improving student engagement, data processes, and Tier 1 support.

Another priority is to support our ELL students' graduation rate. To achieve this goal, we are focusing on Tier 1 differentiation using high yield EL supports and culturally responsive teaching and learning.

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

By 2025, PLD will increase:

- reading P/D to 62%
- math P/D to 57%
- science P/D to 45%
- social studies P/D to 60%
- combined writing P/D to 60%
- graduation rate to 97%

By 2025, PLD will decrease novice for all subgroups to:

- <15% in reading
- <15% in math
- <21% in science

- <23% in social studies
- <10% in combined writing

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.

- 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.
  - Deploy systems to collect and use student learning data from formative, summative, and common unit assessments to inform classroom instruction and curriculum decisions.
- 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: SQR+
  - Acceleration strategies: extensions through interdisciplinary connections, self-directed project-based learning, complex/elaborate/in-depth investigations
- 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.

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

- Improve the effectiveness of Tier 1 instructional supports through targeted differentiation based on data analysis.
- Increase the use of high-yield instructional strategies in core instruction.
- Increase the use of reading, writing, speaking, and listening to receive and process learning.

- Ensure that all students see themselves and their culture reflected in their classes.

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.)

PLC leads will meet with their department's liaison principal quarterly to review PLC data analysis of student engagement and Tier 1 support

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.**

- Documentation that PLCs engage in data analysis routinely using school-approved processes
- Documentation of differentiation embedded into class time to provide data-driven Tier 1 support prior to the summative assessment
- Documentation of high-yield and literacy strategies in planning documents

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

High school teachers

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.)

teacher leaders, Canvas, KAS standards, FCPS common unit frameworks and assessments, district CIA specialists, release time or stipends for professional learning, Title 1, Title 2, and section 6 funding

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 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.

PLCs will meet at least once per week for data-focused planning, district-level specialists and liaison administrators will provide support to PLCs, department leadership will provide discipline-specific support

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.

- 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.
- 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
- 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.

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

- Increase students' sense of belonging and efficacy in all classes
- Increase the use of Tier 1 supports specifically intended to support new English learners
- Accelerate credit attainment and facilitate post-secondary readiness status for students at-risk of not graduating

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.)

EL student attendance, grades, credit attainment, and post-secondary readiness will be monitored by EL department leadership monthly

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.**

- Documentation that EL strategies are integrated into PLC plans
- Documentation of Tier 1 data-driven differentiation for EL students
- Development of accelerated course materials and assessments focused on focus standards

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

high school content teachers

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.)

teacher leaders, Canvas, KAS standards, WIDA Can-Do Descriptors, SIOP training, FCPS common unit frameworks and assessments, district EL specialists, release time or stipends for professional learning, Title 1, Title 2, LAVEC, and section 6 funding

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.

PLCs will meet at least once per week for data-focused planning, district-level specialists and liaison administrators will provide support to PLCs, department leadership will provide discipline-specific support, EL leadership will facilitate accelerated course development and monitor student credit attainment, Post-Secondary Readiness team will monitor PSR status

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.

n/a

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 PLD PL Plan 2024-25		.