

Phase One: Continuous Improvement Diagnostic_PLD 2018 19

Phase One: Continuous Improvement Diagnostic

Paul Laurence Dunbar High School

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

Last Modified: 11/13/2018

Status: Open

TABLE OF CONTENTS

| | |
|---|---|
| Continuous Improvement Diagnostic | 3 |
| ATTACHMENT SUMMARY..... | 4 |

Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Based on the results of the 2017 TELL Kentucky Survey, we will intentionally work on improving our communication and partnerships with our parents and community members. We will also continue to create and foster leadership opportunities for our teachers to ensure they have multiple opportunities to influence decision making in our school. The scores for these areas had decreased from the 2015 administration of the TELL Kentucky Survey.

ATTACHMENTS

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Our school will engage a variety of shareholders in the process by encouraging staff and parents to be involved in some type of committee work. Committee minutes will be shared with all shareholders. Committee meetings are already scheduled for the year; some meet monthly, others quarterly. The PLAN, DO, STUDY ACT, process will be used by the committees to monitor the effectiveness of actions and strategies implemented.

ATTACHMENTS

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|-----------------|-------------|---------|
|-----------------|-------------|---------|

Phase Two: The Needs Assessment for Schools PLD 2018 19

Phase Two: The Needs Assessment for Schools

Paul Laurence Dunbar High School

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Lexington, Kentucky, 40513
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TABLE OF CONTENTS

| | |
|--|----|
| Understanding Continuous Improvement: The Needs Assessment | 3 |
| Protocol | 4 |
| Current State | 5 |
| Priorities/Concerns | 6 |
| Trends | 7 |
| Potential Source of Problem..... | 8 |
| Strengths/Leverages | 9 |
| ATTACHMENT SUMMARY..... | 10 |

Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data results were reviewed during faculty, department and Instructional Leadership Team meetings. The Instructional Leadership Team, departments, MTSS Committee and PBIS Committee meets monthly to review critical areas of improvement and monitor strategies to address these. Course specific PLCs meet weekly and use the Plan, Do, Study, Act protocol to review data and plan instructional next steps.

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.

-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

53.1% of all students scored proficient or distinguished on the ACT Reading test. 51.3% of all students scored proficient or distinguished on the ACT Math test. 23.6% of consolidated gap group students scored proficient or distinguished on the ACT Reading test. 20.1% of consolidated gap group students scored proficient or distinguished on the ACT Math test. The number of behavior referrals August-December, has decreased from 531 in 2017, to 262 in 2018. Non-academic (put behavior info here)

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

23.6% of consolidated gap group students scored proficient or distinguished on the ACT Reading test. 20.1% of consolidated gap group students scored proficient or distinguished on the ACT Math test. We have been designated a TSI school for the following subgroups: Hispanic students, ELL students, and students identified with a disability in the following accountability areas: proficiency, transition and graduation rate. Current data shows that 72% of the 2018-19 behavior referrals involve students in our consolidated gap group. These students make up 40% of the total student population.

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Trends

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

Based on the data listed above, our minority students are half as likely to be successful academically, and twice as likely to have behavior referrals.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

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

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

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

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

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

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

KCWP4: Review, Analyze and Apply Data KCWP6: Establishing Learning Culture and Environment

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Our average attendance rate has increased from 92.78% in 2017-18 to 94.4% in 2018-19. The number of students identified as Career Ready increased from 43 in 2016-17 to 64 in 2017-18. The number of behavior referrals August-December, has decreased from 531 in 2017, to 262 in 2018.

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ATTACHMENT SUMMARY

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|-----------------|-------------|---------|
|-----------------|-------------|---------|

Phase Two: School Assurances PLD 2018 19

Phase Two: School Assurances

Paul Laurence Dunbar High School

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

Last Modified: 11/19/2018

Status: Open

TABLE OF CONTENTS

| | |
|-------------------------|---|
| Introduction..... | 3 |
| School Assurances..... | 4 |
| ATTACHMENT SUMMARY..... | 8 |

Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes
- No
- N/A**

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes**
- No
- N/A

COMMENTS

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|-----------------|-------------|---------|
|-----------------|-------------|---------|

Phase Three: Comprehensive Improvement Plan for Schools PLD 2018 19

Phase Three: Comprehensive Improvement Plan for Schools

Paul Laurence Dunbar High School

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Status: Open

TABLE OF CONTENTS

| | |
|--|---|
| Comprehensive Improvement Plan for Schools | 3 |
| ATTACHMENT SUMMARY..... | 4 |

Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|--|---------|
|  KDE Comprehensive Improvement Plan for Schools PLD 2018-19 | 2018-19 goals, objectives and activities | |

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (*State your proficiency goal*): Increase the proficiency rate for PLD from 70.6 to 79.4 (2.93 annually), by 2021.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|--|--|--|----------------------------------|---------|
| <p>Objective 1: Increase the percentage of students who meet the ACT math benchmark score from 51.3% to 60% as measured by 2019 ACT math scores.</p> | <p>Design and Deliver Instruction</p> | <p>Plan and implement active student engagement strategies. The Instructional Leadership Team will be trained to refresh teachers on instructional/active student engagement strategies such as Marzano, Kagan, inquiry model and academic discourse. Using the PDSA process in the PLC protocol, PLCS will intentionally include the strategies in their lesson planning. Teachers will share successes during PLC, department and faculty meetings.</p> | <p>By the end of the 2018-19 school year, student proficiency on Envision benchmark exams will improve by 5 percent.</p> | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|-----------|---|---|---|----------------------------------|---------|
| | Design and Deliver Instruction | <p>Plan and implement active student engagement strategies. All teachers will continue to implement standards-based grading with fidelity using adequate 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.</p> | By the end of the 2018-19 school year, student proficiency on Envision benchmark exams will improve by 5 percent. | | |
| | Design and Deliver Instruction | <p>Plan for and implement active student engagement strategies Math and science teachers will incorporate flashbacks as bell ringers for essential skills questions and prior content, time-pressured multiple choice assessments (5 questions in 5 minutes), practice identifying most accessible questions, and strategies to eliminate or verify answer choices.</p> | By the end of the 2018-19 school year, student proficiency on ACT math practice exams will improve by 5 percent. | | |
| | Design and Deliver Assessment Literacy | <p>Implement student participation in self-assessment and goal setting. PLCS will continue to develop and refine detailed rubrics and models of exemplary work and 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.</p> | By the end of the 2018-19 school year, teachers will increase the use of self-assessment tracking systems from 25% to 50% as measured by teacher survey data. | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|--|---|--|----------------------------------|---------|
| <p>Objective 2: Increase the percentage of students who meet the ACT reading benchmark score from 53.1% to 66% as measured by 2019 ACT reading scores.</p> | <p>Design and Deliver Instruction</p> | <p>Plan and implement active student engagement strategies. The Instructional Leadership Team will be trained to refresh teachers on instructional/ active engagement strategies such as Marzano, Kagan, inquiry model, academic discourse and culturally responsive. Using the PDSA process in the PLC protocol, PLCS will intentionally include the strategies in their lesson planning. Teachers will share successes during PLC, department and faculty meetings.</p> | <p>By the end of the 2018-19 school year, student proficiency on Collections benchmark exams will improve by 5 percent.</p> | | |
| | <p>Design and Deliver Instruction</p> | <p>Plan and implement active student engagement strategies. All teachers will continue to implement standards-based grading with fidelity using adequate 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.</p> | <p>By the end of the 2018-19 school year, student proficiency on Collections benchmark exams will improve by 5 percent.</p> | | |
| | <p>Design and Deliver Instruction</p> | <p>Plan for and implement active student engagement strategies Nonfiction reading relevant to content area learning will be implemented using ACT quality passages (social science, humanities, natural science) and questions for discussion and time-pressured multiple choice practice. PLD school-wide literacy strategies and essential ELL strategies will support student comprehension and learning.</p> | <p>By the end of the 2018-19 school year, student proficiency on ACT reading practice exams will improve by 5 percent.</p> | | |
| | <p>Design and Deliver Assessment Literacy</p> | <p>Implement student participation in self-assessment and goal setting. PLCS will continue to develop and refine detailed rubrics and models of exemplar work and 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</p> | <p>By the end of the 2018-19 school year, teachers will increase the use of self-assessment tracking systems from 25% to 50% as measured by teacher survey data.</p> | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|-----------|----------|---|--------------------|----------------------------------|---------|
| | | to utilize for monitoring and goal setting. | | | |

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): Increase the separate academic indicator rating for ACT English from an average of 20.5 to 23 (.83 annually) by 2021.

| | | |
|---|---|--|
| <p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment | <p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities | <p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> |
|---|---|--|

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|--|--|--|----------------------------------|---------|
| <p>Objective 1: Increase the average ACT English score from 20.5 to 21.3 as measured by 2019 ACT English scores.</p> | <p>Design and Deliver Instruction</p> | <p>Plan and implement active student engagement strategies. The English teachers will use authentic examples and non-examples of appropriate English grammar usage and style to design routine instruction in all classes. Using the PDSA process in the PLC protocol, PLCS will intentionally include the strategies in their lesson planning.</p> | <p>By the end of the 2018-19 school year, student proficiency on ACT English practice exams will improve by .83 scale points.</p> | | |
| | <p>Design and Deliver Assessment Literacy</p> | <p>Implement student participation in self-assessment and goal setting. PLCS will develop a self- assessment tracking system for students to utilize for monitoring and goal setting.</p> | <p>By the end of the 2018-19 school year, teachers will increase the use of self-assessment tracking systems from 25% to 50% as measured by teacher survey data.</p> | | |

3: Gap

Goal 3 (*State your Gap goal*): Decrease our number of TSI (Targeted Student Intervention) groups from 3 (Hispanic, English Language Learners and Students with Disabilities) to 0 in 2021.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---------------------------------------|--|--|----------------------------------|---------|
| Objective 1: Increase the percentage of students in the consolidated gap group who meet the ACT benchmark in math from 20.1% to 30% as measured by 2019 ACT math scores. | Design and Deliver Instruction | Plan for and implement active student engagement strategies The Instructional Leadership Team will be trained to refresh teachers on instructional/active student engagement strategies such as Marzano, Kagan, inquiry model, academic discourse and culturally responsive. Using the PDSA process in the PLC protocol, PLCS will intentionally include the strategies in their lesson planning. Teachers will share successes during PLC, department and faculty meetings. | By the end of the 2018-19 school year, student proficiency on Envision benchmark exams will improve by 5 percent for students in the consolidated gap group. | | |
| | Design and Deliver Instruction | Plan and implement active student engagement strategies. All teachers will continue to implement standards-based grading with fidelity using adequate Tier 1 instructional and behavior supports including scaffolding to high levels of rigor in all classes, building | By the end of the 2018-19 school year, student proficiency on Envision benchmark exams will improve by 5 percent for students in the consolidated gap group. | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|---|---|---|----------------------------------|---------|
| | | routines for in-class remediation and reassessments. | | | |
| | Design and Deliver Instruction | Plan for and implement active student engagement strategies The ELL teachers will refresh teachers on the NISL ELL 5 Essential Instructional Practices: 1) Develop oral language through meaningful conversations and context 2) Teach targeted skills through contextualized and explicit instruction 3) Build vocabulary through authentic and meaningful experiences with words 4) Build and activate background knowledge 5) Teach and use meaning-making strategies. | By the end of the 2018-19 school year, student proficiency on Envision benchmark exams will improve by 5 percent for students in the consolidated gap group. | | |
| | Design and Deliver Instruction | Plan and implement effective co-teaching models and high yield instructional strategies in response to feedback from students and on-going continuous formative assessment data. | By the end of the 2018-19 school year, student proficiency on Envision benchmark exams will improve by 5 percent for students in the consolidated gap group. | | |
| | Design and Deliver Assessment Literacy | Implement student participation in self-assessment and goal setting. PLCS will continue to develop and refine detailed rubrics and models of exemplar work and 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 | By the end of the 2018-19 school year, teachers will increase the use of self-assessment tracking systems from 25% to 50% as measured by teacher survey data. | | |
| Objective 2: Increase the percentage of students in the consolidated gap group who meet the ACT benchmark in reading from 23.6% to 30% as | Design and Deliver Instruction | Plan for and implement active student engagement strategies The Instructional Leadership Team will be trained to refresh teachers on instructional/active student engagement strategies such as Kagan, Marzano, inquiry model, academic | By the end of the 2018-19 school year, student proficiency on Collections benchmark exams will improve by 5 percent for students in | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|---|--|---|----------------------------------|---------|
| measured by 2019 ACT reading scores. | | discourse and culturally responsive. Using the PDSA process in the PLC protocol, PLCS will intentionally include the strategies in their lesson planning. Teachers will share successes during PLC, department and faculty meetings. | the consolidated gap group. | | |
| | Design and Deliver Instruction | Plan for and implement active student engagement strategies The ELL will refresh teachers on the NISL ELL 5 Essential Instructional Practices: 1) Develop oral language through meaningful conversations and context 2) Teach targeted skills through contextualized and explicit instruction 3) Build vocabulary through authentic and meaningful experiences with words 4) Build and activate background knowledge 5) Teach and use meaning-making strategies. | By the end of the 2018-19 school year, student proficiency on Collections benchmark exams will improve by 5 percent for students in the consolidated gap group. | | |
| | Design and Deliver Assessment Literacy | Implement student participation in self-assessment and goal setting. PLCS will continue to develop and refine detailed rubrics and models of exemplar work and 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 | By the end of the 2018-19 school year, teachers will increase the use of self-assessment tracking systems from 25% to 50% as measured by teacher survey data. | | |
| Objective 3: Increase the percentage of Hispanic students meeting the benchmark score in math from 22.7% to 30% as measured by 2019 ACT scores. | Design and Deliver Instruction | Plan for and implement active student engagement strategies The Instructional Leadership Team will be trained to refresh teachers on culturally responsive instructional and active student engagement strategies. Using the PDSA process in the PLC protocol, PLCS will intentionally include the strategies in their lesson planning. Teachers will | By the end of the 2018-19 school year, student proficiency on Envision benchmark exams will improve by 5 percent for students in the consolidated gap group. | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|----------------------------------|---------|
| | | share successes during PLC, department and faculty meetings. | | | |
| | Design and Deliver Assessment Literacy | Implement student participation in self-assessment and goal setting. PLCS will continue to develop and refine detailed rubrics and models of exemplar work and 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 | By the end of the 2018-19 school year, teachers will increase the use of self-assessment tracking systems from 25% to 50% as measured by teacher survey data. | | |
| Objective 4: Increase the percentage of Hispanic students meeting the benchmark in reading from 21.6% to 30% as measured by 2019 ACT scores. | Design and Deliver Instruction | Plan for and implement active student engagement strategies The Instructional Leadership Team will be trained to refresh teachers on culturally responsive instructional and active student engagement strategies. Using the PDSA process in the PLC protocol, PLCS will intentionally include the strategies in their lesson planning. Teachers will share successes during PLC, department and faculty meetings. | By the end of the 2018-19 school year, student proficiency on Collections benchmark exams will improve by 5 percent for students in the consolidated gap group. | | |
| | Design and Deliver Assessment Literacy | Implement student participation in self-assessment and goal setting. PLCS will continue to develop and refine detailed rubrics and models of exemplar work and 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. | By the end of the 2018-19 school year, teachers will increase the use of self-assessment tracking systems from 25% to 50% as measured by teacher survey data. | | |
| Objective 5: Increase the 4-5 year cohort graduation rate of ELL students from 70.1% to 73.1% as measured by 2019 graduation data. | Design and Deliver Instruction | Plan and implement active student engagement strategies. All teachers will continue to implement standards-based grading with fidelity using adequate Tier 1 instructional and behavior supports including scaffolding to high levels of rigor in all classes, building | End of semester grades will demonstrate a 5% increase in ELL students passing their classes and earning class credits. | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---------------------------------------|--|---|----------------------------------|---------|
| | | routines for in-class remediation and reassessments. | | | |
| | Review, Analyze and Apply Data | <p>Establish a process to utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure and/or untimely graduation.</p> <p>The Student Problem Solving Team will review students at an increased risk for not graduating and ensure they are matched with appropriate supports and interventions provided, making adjustments as needed.</p> | End of semester grades will demonstrate a 5% increase in ELL students passing their classes and earning course credits. | | |
| Objective 6: Increase the 4-5 year cohort graduation rate of students with disabilities from 81.5% to 83.4% as measured by 2019 graduation data. | Design and Deliver Instruction | <p>Plan and implement active student engagement strategies.</p> <p>All teachers will continue to implement standards-based grading with fidelity using adequate Tier 1 instructional and behavior supports including scaffolding to high levels of rigor in all classes, building routines for in-class remediation and reassessments.</p> | End of semester grades will demonstrate a 5% increase in students with disabilities passing their classes and earning course credits. | | |
| | Review, Analyze and Apply Data | <p>Establish a process to utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure and/or untimely graduation.</p> <p>The Student Problem Solving Team will review students at an increased risk for not graduating and ensure they are matched with appropriate supports and interventions, such as Check and Connect, making adjustments as needed.</p> | End of semester grades will demonstrate a 5% increase in students with disabilities passing their classes and earning course credits. | | |

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*): Increase the 4-5 year cohort graduation rate from 89.8% to 92.9% (1.03 annually), by 2021.

| | | |
|---|---|--|
| <p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment | <p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities | <p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> |
|---|---|--|

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|--|--|---|----------------------------------|---------|
| <p>Objective 1: By the end of the 2018-19 school year, increase the percentage of students who graduate in four years from 89.8% to 90.8% as measured by graduation data.</p> | <p>Design and Deliver Instruction</p> | <p>Plan and implement active student engagement strategies. All teachers will continue to implement standards-based grading with fidelity using adequate Tier 1 instructional and behavior supports including scaffolding to high levels of rigor in all classes, building routines for in-class remediation and reassessments.</p> | <p>End of semester grades will demonstrate a 3% increase for all students passing their classes and earning course credits.</p> | | |
| | <p>Review, Analyze and Apply Data</p> | <p>Establish a process to utilize the Persistence to Graduation Tool/Early Warning Tool 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 and ensure they are matched with appropriate supports and interventions, making adjustments as needed.</p> | <p>End of semester grades will demonstrate a 3% increase for all students passing their classes and earning course credits.</p> | | |

5: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): Increase the percentage of students who are transition ready from 64.1 to 74.9 (3.6 annually), by 2021.

| | | |
|---|---|--|
| <p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment | <p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities | <p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> |
|---|---|--|

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|--|--|---|----------------------------------|---------|
| <p>Objective 1: Increase the percentage of students who are transition ready in college and career readiness, from 64.1% to 67.7% as measured by 2019 transition readiness indicator data.</p> | <p>Design, & Deliver Instruction Rationale:</p> | <p>Plan and implement active student engagement strategies. All students have a weekly CCR block that focuses on life skills, college selection, application, and funding, work-related etiquette and skills, personal finance, college admissions test preparation, and introduction to the career clusters. At the end of their 10th grade year, students identify a career cluster of interest that will become a focus for their CCR class their 11th and 12th grade years. These systems will provide students with greater access to marketable skills and certifications that they can carry with them beyond school to increase their opportunities. They also will ensure that all students have direct instruction and guided support regarding the college application process.</p> | <p>Increase number of juniors and seniors enrolled in pathways by 5%.</p> | | |
| | <p>Design, Align, Deliver Support Processes</p> | <p>Design, Align, Deliver Support Processes <i>Career:</i></p> | <p>Increase number of juniors and seniors</p> | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|-----------|--|--|--|----------------------------------|---------|
| | | <p>Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.</p> <p>Scheduling materials will be developed to clearly define Career Pathway requirements and benefits to attaining Career Ready status. All 9th graders will be scheduled into 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 course.</p> | enrolled in pathways by 5%. | | |
| | <p>Design, Align, Deliver Support Processes</p> | <p>Design, Align, Deliver Support Processes</p> <p><i>Academic:</i></p> <p>ACT: Teachers will routinely teach standardized ACT test taking strategies Students will be encouraged to take more AP and Dual Credit classes.</p> <p>AP: 3 or higher on exam for a test in the category (science/math or English/Social Studies/Fine Arts)</p> <p>Dual Credit: grade of C or higher on 6 or more hours of KDE approved Dual Credit in the category.</p> | Increase number of seniors achieving academic transition status by 3%. | | |

Phase Three: Closing the Achievement Gap Diagnostic PLD 2018-19

Phase Three: Closing the Achievement Gap Diagnostic

Paul Laurence Dunbar High School

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

Last Modified: 12/11/2018

Status: Open

TABLE OF CONTENTS

| | |
|---|---|
| I. Achievement Gap Group Identification | 3 |
| II. Achievement Gap Analysis | 4 |
| III. Planning the Work | 6 |
| ATTACHMENT SUMMARY..... | 7 |

Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Our plan focuses on our three TSI gap groups: Hispanic students, English Language Learners and students with disabilities. While we are working to improve the performance of all students in each individual gap group, our plan emphasizes strategies to address the performance area for each TSI gap group where we are closest to the benchmark. Those performance areas are: Hispanic students-proficiency, ELL and students with disabilities-graduation rate.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Dunbar High School is extremely diverse racially, linguistically, culturally, and economically. Our student population comes from two main feeder middle schools and scattered students from several others. One of the middle schools has a majority minority population (70% minority) and 73% free/reduced lunch while the other feeder school has 37% minority and 38% free/reduced lunch population. Our student population represents at least 18 different home languages including a large refugee population and students whose parents are international students at the local university. Dunbar strives to blend these students together into a cohesive culture built on respect and a shared sense of community. The school is working to expand our PBIS systems to develop a more consistent and cohesive approach to behavior supports. This year the school is launching Green Dot to develop a positive and supportive student culture, reduce bullying and other negative peer behaviors, and to foster student leadership through bystander training. Additionally, the school's implementation of standards-based grading emphasizes supporting all students to reach high academic standards.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

In 2016-17, while we did not meet our delivery targets for most areas, several subgroups achieved the targets for science and we saw academic improvement for our Hispanic students although they were still below the delivery targets in most subjects. It was difficult to compare our 2017-18 results due to changes in the accountability system and its reporting. As a school we saw ACT sub-test scores decline for everyone which reflected a state-wide trend.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

In 2016-17, Hispanic students showed improvement in reading, math, science, and writing. African American students showed improvement in math, science, and social studies. Students with free/reduced lunch showed improvements in reading, science, and social studies. Students with disabilities showed improvement in reading, math, and social studies. In 2017-18, as a school we saw ACT sub-test scores decline for everyone which reflected a state-wide trend.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

In 2016-17, African-American students regressed in reading and writing. Students with free/reduced lunch regressed in math and writing. Hispanic students regressed in social studies. English Language learners and students with disabilities regressed in writing. In 2017-18, proficiency was measured by student performance in math and reading on the ACT. As noted in district and state results, we saw a decline in students scores for all sub-groups at the school level.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

The school's professional development plan focuses on building capacity to implement standards-based grading, MTSS, and PBIS. There has been an emphasis on building in re-teaching and enrichment during class to make Tier 1 instructional and behavioral supports more accessible and

systematic. The school offers ESS on Wednesdays and Thursdays in math, science, English, social studies, world languages, arts & humanities, business & marketing, and family consumer sciences. An ELL teacher also provides ESS help sessions specifically for English Language Learners on Thursdays.

ATTACHMENTS

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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

A condition that prevents us from closing existing and persistent achievement gaps is we have 25% of our students who enroll as freshmen who are below grade level in reading and math. We see a difference in instructional practices where our advanced classes tend to include more collaborative and inquiry-based learning and our general classes tend to be more teacher-centered. Additionally, the school attendance rate is significantly lower for students in our gap populations.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

The school's instructional leadership team reviews school-wide data with their departments and shares departmental plans to address closing the achievement gap with the administration. The school's student voice team is actively involved in the SBDM and all major school committees. Information is shared with parents and the community through our school's webpage and plans are discussed at SBDM and PTSA meetings.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Measurable Gap Goal: Decrease our number of TSI (Targeted Student Intervention) groups from 3 (Hispanic, English Language Learners and Students with Disabilities) to 0 in 2021. Objective 1: Increase the percentage of students in the consolidated gap group who meet the ACT benchmark in math from 20.1% to 30% as measured by 2019 ACT math scores. Objective 2: Increase the percentage of students in the consolidated gap group who meet the ACT benchmark in reading from 23.6% to 30% as measured by 2019 ACT reading scores. Objective 3: Increase the percentage of Hispanic students meeting the benchmark score in math from 22.7% to 30% as measured by 2019 ACT scores. Objective 4: Increase the percentage of Hispanic students meeting the benchmark in reading from 21.6% to 30% as measured by 2019 ACT scores. Objective 5: Increase the 4-5 year cohort graduation rate of ELL students from 70.1% to 73.1% as measured by 2019 graduation data. Objective 6: Increase the 4-5 year cohort graduation rate of students with disabilities from 81.5% to 83.4% as measured by 2019 graduation data.

ATTACHMENTS

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Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Our efforts will focus on implementing active student engagement strategies, creating intentional opportunities for students to receive and offer feedback during learning, implement student participation in self-assessment and goal setting, establish a process to ensure that formative, interim, summative assessment results, as well as a universal screener data, are used appropriately to determine tiered intervention needs, and ensure all users of assessment data use information to benefit student learning.

ATTACHMENTS

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|--|--|---------|
|  Achievement Gap Group Identification 2018-19 | Breakdown of our gap groups | I |
|  Closing The Achievement Gap Summary PLD 2018-19 | Summary of goals, objectives and activities for the consolidated gap group and TSI groups. | II, III |

Phase Three: Executive Summary Paul Laurence Dunbar 2018-19

Phase Three: Executive Summary for Schools

Paul Laurence Dunbar High School

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

Last Modified: 12/05/2018

Status: Open

TABLE OF CONTENTS

| | |
|-------------------------------------|---|
| Executive Summary for Schools | 3 |
| ATTACHMENT SUMMARY..... | 6 |

Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Dunbar is a large, suburban high school with a very diverse population in terms of ethnicity and socio-economic make-up. We currently have 1974 students enrolled. Our demographic breakdown is: 49.3% White, 13.5% African-American, 25.8% Hispanic, 8.4% Asian and 3% Other. 42.4% of our students qualify for Free/Reduced Lunch, 6.7% of our students have Individual Education Plans and 9.2% of our students are English Language Learners, and 21.2% are identified as Gifted/Talented. Overall, 45.9% of our students are included in the consolidated gap group of students. Our school is named after the 19th-century African-American poet; it also pays tribute to the historically African-American high school that was once in the heart of downtown Lexington and had a rich tradition of excellence and high expectations. The current Paul Laurence Dunbar High, which opened in 1990, also houses a Math, Science & Technology Center. The Math, Science and Technology Center, or MSTC, is a selective Gifted and Talented program that was founded when the school opened. Well known to many of the country's colleges and universities, MSTC consists of almost 200 students drawn together into the program from all across Fayette County. Students are selected for the MSTC program based on their results on a nationally normed math and science test, as well as an MSTC specific math test. Students can only enter the program as a 9th or 10th grader. MSTC students are required to complete a Capstone Research Project which allows them to work with mentors from the community, such as professors at the University of Kentucky. One challenge our school faces because of our MSTC program, is a misperception in the community that our academic successes are due to the gifted students within this program. The reality is that these students comprise less than 10% of our total student population. Another challenge to our school community is our growing Hispanic and ELL populations and how to best meet their needs, while at the same time providing a very rigorous course of study.

ATTACHMENTS

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission statement at Paul Laurence Dunbar High School states: "Dunbar High School's faculty and staff, in partnership with parents and community members, empower students to achieve high standards for academics, integrity, leadership, and citizenship." This drives everything we do at Dunbar. Our vision is for all of our students to be college or career ready. We have incorporated this vision into our "Guidelines For Success" which are posted in all classrooms and throughout the building. Rules and expectations are developed based on these guiding principles. We want to provide a very rigorous course of study for all of our students that will equip each to graduate as critical thinkers who embody exemplary character.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

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

In the last three years Dunbar's leadership and staff has taken a more systematic approach to improving our curricula and instructional practices. Structures such as course-level PLCs, the school-wide literacy plan, restructured department leadership and MTSS have resulted in teaching that is intentionally aligned with the current standards and that is responsive to individual students' needs. Our attention to school-level data has also resulted in a universal focus on literacy, ACT strategies, and on-demand writing. We have provided release days to many PLCs in order to facilitate course-level data analysis and focused curriculum revision. Other areas of improvement have resulted from teacher-led initiatives. Based on information gained from teacher-led research and pilots, we have transitioned to standards-based grading. Teachers are intentionally scheduling intervention days approximately every other week to provide students extra academic support during the school day. Students needing intensive support in reading and math receive extra instruction either through a dedicated course or during Extended School Services. This January, we will also be adding a Youth Service Center to our campus that will give students and their families better access to wrap around services and transition support. We have also introduced systems to support all students in becoming transition ready. Adjustments to our course scheduling process ensure that all students take the foundational courses to a career pathway of their choice as a 9th or 10th grader. This allows us to introduce students to career pathways early in their high school career. The CTE teachers then work with students in their classes to identify their interests and aptitudes as they select courses to complete a pathway. All students also have a weekly CCR block that focuses on life skills, college selection, application, and funding, work-related etiquette and skills, personal finance, college admissions test preparation, and introduction to the career clusters. At the end of their 10th grade year, students identify a career cluster of interest that will become a focus for their CCR class their 11th and 12th grade years. These systems will provide students with greater access to marketable skills and certifications that they can carry with them beyond school to increase their opportunities. They also ensure that all students have direct instruction and guided support regarding the college application process. Additionally, over the past 3 years, we have rolled out a Positive Behavior Intervention System to expand on the school's existing Guidelines for Success. As we develop a more comprehensive school-wide approach to intentionally teaching and reinforcing positive behaviors, we are seeing fewer low-level disruptions to instruction. As the population of our school continues to evolve, we will focus on cultural and instructional responsiveness. We will strive to make the transition positive by taking a proactive stance with outreach, clear expectations, and strategic use of data to guide decision-making. We will also continue expanding the foundation of structures that support individual student achievement through our academic and social Multi- Tiered Support Systems. Closing our achievement gaps has been and continues to be our greatest challenge. We have been working with teachers and department leaders to identify individual students who are below benchmarks in order to target necessary supports and interventions for them. Intervention and differentiation are starting to be systemically and intentionally implemented in classrooms.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

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

ATTACHMENTS

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|-----------------|-------------|---------|
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