2019-20 Paul Laurence Dunbar's Executive Summary

2019-20 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: 12/18/2019
Status: Open
Description of the School

Dunbar is a large, suburban high school with a very diverse population in terms of ethnicity and socio-economic make-up. We currently have 1963 students enrolled. Our demographic breakdown is: 50.4% White, 12.6% African-American, 24.9% Hispanic, 12.1% Other. 46.7% of our students qualify for Free/Reduced Lunch, 6% of our students have Individual Education Plans, 11% of our students are English Language Learners, and 24% are identified as Gifted/Talented. Overall, 50% of our students are included in the consolidated gap group of students. Our school is named after the 19th-century African-American poet; it also pays tribute to the historically African-American high school that was once in the heart of downtown Lexington and had a rich tradition of excellence and high expectations. The current Paul Laurence Dunbar High, which opened in 1990, also houses a Math, Science & Technology Center. The Math, Science and Technology Center, or MSTC, is a selective Gifted and Talented program that was founded when the school opened. Well known to many of the country's colleges and universities, MSTC consists of almost 200 students drawn together into the program from all across Fayette County. Students are selected for the MSTC program based on their results on a nationally normed math and science test, as well as an MSTC specific math test. Students can only enter the program as a 9th or 10th grader. MSTC students are required to complete a Capstone Research Project which allows them to work with mentors from the community, such as professors at the University of Kentucky. One challenge our school faces because of our MSTC program, is a misperception in the community that our academic successes are due to the gifted students within this program. The reality is that these students comprise less than 10% of our total student population. Another challenge to our school community is our growing Hispanic and ELL populations and how to best meet their needs, while at the same time providing a very rigorous course of study.

School's Purpose

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.

Notable Achievements and Areas of Improvement

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. Last January, we added a Youth Service Center to our campus that gives students and their families better access to wrap around services and transition support. We have also introduced systems to support all students in becoming transition ready. Adjustments to our course scheduling process ensure that all students take the foundational courses to a career pathway of their choice as a 9th or 10th grader. This allows us to introduce students to career pathways early in their high school career. The CTE teachers then work with students in their classes to identify their interests and aptitudes as they select courses to complete a pathway. All students also have a weekly CCR block that focuses on life skills, college selection, application, and funding, work-related etiquette and skills, personal finance, college admissions test preparation, and introduction to the career clusters. These systems will provide students with greater access to marketable skills and certifications that they can carry with them beyond school to increase their opportunities. They also ensure that all students have direct instruction and guided support regarding the college application process. 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.

Additional Information

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

N/A

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.
2019-20 Phase One: Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Paul Laurence Dunbar High School
Rae Elizabeth Rains
1600 Man O'war Blvd
Lexington, Kentucky, 40513
United States of America

Last Modified: 09/09/2019
Status: Open
The Comprehensive School Improvement Plan or CSIP is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

**Phase Four: January 1 - December 31**
- Progress Monitoring

*As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

Please enter your name and date below to certify.

Betsy Rains September 9th, 2019
2019-20 Phase Two: Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

Paul Laurence Dunbar High School
Rae Elizabeth Rains
1600 Man O'war Blvd
Lexington, Kentucky, 40513
United States of America

Last Modified: 11/01/2019
Status: Open
Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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 SBDM, faculty, department and Instructional Leadership Team meetings. The Instructional Leadership Team, departments, MTSS Committee and PBIS Committee meet monthly to review critical areas of need and monitor strategies to address these. Course specific PLCs meet weekly and use the Plan, Do, Study, Act protocol to review student performance data and plan instructional next steps. Meeting agendas and notes are provided when each group meets.
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:
- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school’s teachers received adequate professional development.

Current Academic State:
Our current proficiency index is a 73.8 (high). Our percentage of students scoring proficient or distinguished on the ACT Reading increased from 53.1% in 2017-18 to 61% in 2018-19. ACT Math scores also increased from 51.3% proficient or distinguished in 2017-18 to 52.7% proficient or distinguished in 2018-19. Our current separate academic indicator index is 76.2 (very high). On-Demand Writing scores improved from 58.2% proficient or distinguished in 2017-18 to 62.4% proficient or distinguished in 2018-19. We do not have comparison data for KPREP Science, however, 54.8% of students were proficient or distinguished. Our science scores were the highest in Fayette County among all high schools. Our transition readiness score stayed the same from 2017-18 to 2018-19 at 64.1 (low). Current Non-Academic State:
Our graduation index increased from to 92 in 2017-18 to 93 (medium) in 2018-19. Our attendance rate increased from 92.78% in 2017-18 to 92.84% in 2018-19. Our behavior referrals decreased 30% from 2017-18 to 2018-19. Kentucky TELL Survey results indicated that 86.3% of our teachers say our school is a good place to work and learn.
Priorities/Concerns

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

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

Based on 2018-19 ACT data, achievement gaps remain between white students and other subgroups of students in reading and math. Percentage of students scoring proficient or distinguished in reading: 28.8% African-American compared to 78.9% white; 27.3% Hispanic to 78.9% white; English language learners 5.9% to non-English learners 65.7%; students with disabilities 13% to 63.7% students without disabilities; students who qualify for free or reduced lunch-32.2% to 80% students who don't qualify for free or reduced lunch; percentage of students scoring proficient or distinguished in math: 13.6% African-American to 70.3% white; 25.3% Hispanic to 70.3% white; English language learners 5.9% to non-English learners 56.7%; students with disabilities 0 to students without disabilities 55.8%; students who qualify for free or reduced lunch-18.1% to 76% students who don't qualify for free or reduced lunch. From 2017-18 to 2018-19, the percentage of students scoring proficient or distinguished in math decreased for all student subgroups except for white and ELL students; African-American 15.7% to 13.6%; Hispanic 22.7% to 18%; students with disabilities 3.6% to 0; students who qualify for free or reduced lunch-21% to 18.1%; English language learners-0 to 5.9%. Behavior-In 2018-19, 53% of referrals with consequences were issued to African-American or Hispanic students compared to 10% to white students.
Trends

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

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

KCWP 4: Review, Analyze and Apply Data; KCWP 6: Establishing Learning Culture and Environment
Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

As noted, our current proficiency index is 73.8 (high). Our percentage of students scoring proficient or distinguished on the ACT Reading increased from 53.1% in 2017-18 to 61% in 2018-19. ACT Math scores also increased from 51.3% proficient or distinguished in 2017-18 to 52.7% proficient or distinguished in 2018-19. Our current separate academic indicator index is 76.2 (very high). On-Demand Writing scores improved from 58.2% proficient or distinguished in 2017-18 to 62.4% proficient or distinguished in 2018-19. We do not have comparison data for KPREP Science, however, 54.8% of students were proficient or distinguished. Our science scores were the highest in Fayette County among all high schools. All student sub-groups improved in reading from 2017-18 to 2018-19. Percentages proficient and distinguished: African-American-21.5% to 28.8%; Hispanic-21.6% to 27.3%; students with disabilities-6.8% to 13%; students who qualify for free or reduced lunch-25.4% to 32.2%; English language learners-2.9% to 5.9%; White-69.9% to 78.9%. 
2019-20 Paul Laurence Dunbar Phase Three: Closing the Achievement Gap Diagnostic

2019-20 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: 12/18/2019
Status: Open
The Closing the Achievement Gap Report is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the Closing the Achievement Gap Report, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Our plan focuses on Hispanic and African-American students in reading and math. While we are working to improve the performance of all students, we feel this plan will impact students who potentially fall into multiple gap groups: 78% of our students who qualify for free/reduced lunch are African-American or Hispanic. These students are the largest populations that may not be receiving additional services.
A. Describe the school's climate and culture as they relate to its achievement 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. Last year the school launched the Green Dot program 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. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

In 2018-19, while we did not meet our delivery targets, several subgroups showed academic improvement. Hispanic, EL, Economically Disadvantaged, and students with disabilities all showed improvement in their proficiency indicator scores. In 2017-18, proficiency was measured by student performance in math and reading on the ACT. 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 school’s achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

In 2018-19, while we did not meet our delivery targets, several subgroups showed academic improvement. Hispanic, EL, Economically Disadvantaged, and students with disabilities all showed improvement in their proficiency indicator scores. In 2017-18, proficiency was measured by student performance in math and reading on the ACT. 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. Use specific data from the previous two academic years when analyzing trends.

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. In 2018-19, African-American students showed a 3.4 decline in their proficiency indicator score.

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

F. 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.

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 in detail the school’s professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

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

Closing the Achievement 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).

By May 2021, we will increase the percentage of African-American and Hispanic groups scoring proficiency: African-American-Math 14% to 24%; Reading 28.8% to 38.8%. Hispanic-Math 18% to 28%; Reading 27.3% to 37.3%.

Closing the Achievement 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.
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Gap Group Identification</td>
<td>Identified gap groups for 2019-20 CSIP</td>
<td>•</td>
</tr>
<tr>
<td>Measurable Gap Goals PLD 2019-20</td>
<td>Goals and Plans for Closing the Achievement Gap 2019-20</td>
<td>•</td>
</tr>
</tbody>
</table>
2019-20 Paul Laurence Dunbar Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Paul Laurence Dunbar High School
Rae Elizabeth Rains
1600 Man O'war Blvd
Lexington, Kentucky, 40513
United States of America

Last Modified: 11/01/2019
Status: Open
Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- [ ] Yes
  - [ ] No
  - [ ] N/A
Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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.
8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan 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
Title I Targeted Assistance School Programs

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

13. If the school is implementing 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

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.
15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A

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

- Yes
- No
- N/A
17. If identified for 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
18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky’s Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students’ access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. 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
Paul Laurence Dunbar's Comprehensive School Improvement Plan (CSIP)

Rationale
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions
Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- 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

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.
### 1: Proficiency Goal

Goal 1 Increase the proficiency rate from 73.8 to 80 (3.1 annually), by 2021.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> Increase the percentage of all students scoring proficient or distinguished from 52.7% to 60% in math as measured by 2020 10th grade KPREP math assessment scores.</td>
<td>Design and Deliver Instruction</td>
<td>Plan and implement active student engagement strategies. The Instructional Leadership Team will be trained to refresh teachers on culturally responsive and active student engagement strategies such as Marzano, Kagan, ELLevation, inquiry model and academic discourse. Using the PDSA process in the PLC protocol, PLCs will intentionally include the strategies in their lesson planning. Teachers will share successes during PLC, department and faculty meetings.</td>
<td>The percentage of all students scoring proficient or distinguished in math will increase from 52.7% to 60% as measured by 2020 10th grade KPREP math assessment scores.</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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-</td>
<td>The percentage of all students scoring proficient or distinguished in math will increase from 52.7% to 60% as measured by 2020 10th grade KPREP math assessment scores.</td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>
Goal 1 Increase the proficiency rate from 73.8 to 80 (3.1 annually), by 2021.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and Deliver Assessment Literacy</td>
<td></td>
<td>class remediation and reassessments.</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Review, Analyze and Apply Data</td>
<td></td>
<td>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.</td>
<td>By the end of the 2019-20 school year, teachers will increase the use of self-assessment tracking systems from 25% to 50% as measured by teacher survey data.</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Review, Analyze and Apply Data</td>
<td></td>
<td>Analyze and Adjust Instruction 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.</td>
<td>The percentage of all students scoring proficient or distinguished in math will increase from 52.7 % to 60% as measured by 2020 10th grade KPREP math assessment scores.</td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>
Goal 1: Increase the proficiency rate from 73.8 to 80 (3.1 annually), by 2021.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
</table>
| Objective 2: Increase the percentage of all students scoring proficient or distinguished in reading from 61% to 66% as measured by 2020 10th grade KPREP reading assessment scores. | Design and Deliver Instruction | Plan for and implement active student engagement strategies  
Fiction and nonfiction reading relevant to content area learning will be implemented using complex, grade-level passages. PLD school-wide literacy strategies and essential ELL strategies will support student comprehension and learning. | The percentage of all students scoring proficient or distinguished in reading will increase from 61% to 66% as measured by 2020 10th grade KPREP reading assessment scores. | None         |         |

See strategies for Proficiency Goal 1, Objective 1.  
See activities for Proficiency Goal 1, Objective 1.

The percentage of all students scoring proficient or distinguished in reading will increase from 61% to 66% as measured by 2020 10th grade KPREP reading assessment scores.  
None

2: Separate Academic Indicator
Goal 2 By May 2021, we will increase the percentage of all students scoring proficient or distinguished in science from 54.8% to 65% and writing 62.4% to 72%.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
</table>
| Objective 1: Increase the percentage of students scoring proficient or distinguished from 54.8% to 60% as measured by 2020 11th grade KPREP science assessment scores. | Design and Deliver Instruction | Plan for and implement active student engagement strategies  
All 10th and 11th grade science classes will routinely incorporate Mastery Prep science elements bell ringers to provide students experience in interpreting and analyzing data from scientific experiments. | The percentage of students scoring proficient or distinguished in science will increase from 54.8% to 60% as measured by 2020 11th grade KPREP science assessment scores. | District funded | None |
| | See strategies for Proficiency Goal 1, Objective 1. | See activities for Proficiency Goal 1, Objective 1. | The percentage of students scoring proficient or distinguished in science will increase from 54.8% to 60% as measured by 2020 11th grade KPREP science assessment scores. | | None |
| Objective 2: Increase the percentage of students scoring proficient or distinguished from 62.4% to 67.4% as measured by 2020 11th grade KPREP writing assessment scores. | Design and Deliver Instruction | Plan for and implement active student engagement strategies  
Teacher will use the interdisciplinary literacy practices routinely in their 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 | The percentage of students scoring proficient or distinguished in writing will increase from 62.4% to 67.4% as measured by 2020 11th grade KPREP writing assessment scores. | | None |
Goal 2: By May 2021, we will increase the percentage of all students scoring proficient or distinguished in science from 54.8% to 65% and writing 62.4% to 72%.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>assessments including on-demand and timed writing).</td>
<td>The percentage of students scoring proficient or distinguished in writing will increase from 62.4% to 67.4% as measured by 2020 11th grade KPREP writing assessment scores.</td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

See strategies for Proficiency Goal 1, Objective 1. See activities for Proficiency Goal 1, Objective 1.

3: Achievement Gap

Goal 3: By May 2021, Paul Laurence Dunbar High School will increase the percentage of African American and Hispanic student groups scoring proficiency:
African American: Math from 14.0% to 24%; Reading 28.8% to 38.8%
Hispanic: Math from 18.0% to 28.0%; Reading from 27.3% to 37.3%.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
</table>
| Objective 1: Increase the percentage of African American students scoring proficient or distinguished in math from 14% to 19% as measured by 2020 KPREP | Design, Align and Deliver Support | Intentional Academic Support
Students performing below the 50th percentile in reading and/or math will be scheduled for MTSS academic support classes. Counselors and administrative dean review student academic data and consult with core teachers | The percentage of African American students scoring proficient or distinguished in math will increase from 14% to 19% as measured by 2020 KPREP math assessment scores | | None-part of regular staffing. |
Goal 3: By May 2021, Paul Laurence Dunbar High School will increase the percentage of African American and Hispanic student groups scoring proficiency:
African American: Math from 14.0% to 24%; Reading 28.8% to 38.8%
Hispanic: Math from 18.0% to 28.0%; Reading from 27.3% to 37.3%.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>math assessment scores.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design, Align and Deliver Support</td>
<td>to place students into MTSS academic classes and to remove students when they have met their goals.</td>
<td>The percentage of African American students scoring proficient or distinguished in math will increase from 14% to 19% as measured by 2020 KPREP math assessment scores</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See strategies for Proficiency Goal 1, Objective 1.</td>
<td>Intentional Non-Academic Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPST meets 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.</td>
<td>The percentage of African American students scoring proficient or distinguished in math will increase from 14% to 19% as measured by 2020 KPREP math assessment scores</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 2: Increase the percentage of African American students scoring proficient or distinguished in reading</td>
<td>See strategies for Proficiency Goal 1, Objective 1 and Gap Goal 3, Objective 1.</td>
<td>The percentage of African American students scoring proficient or distinguished in reading will increase from 29.8% to 34.8% as measured by 2020 KPREP reading assessment scores</td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 3: By May 2021, Paul Laurence Dunbar High School will increase the percentage of African American and Hispanic student groups scoring proficiency:
African American: Math from 14.0% to 24%; Reading 28.8% to 38.8%
Hispanic: Math from 18.0% to 28.0%; Reading from 27.3% to 37.3%.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>distinguished in reading from 29.8% to 34.8% as measured by 2020 KPREP reading assessment scores.</td>
<td>See strategies for Proficiency Goal 1, Objective 1 and Gap Goal 3, Objective 1.</td>
<td>See activities for Proficiency Goal 1, Objective 1 and Gap Goal 3, Objective 1.</td>
<td>measured by 2020 KPREP reading assessment scores.</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
Goal 3: By May 2021, Paul Laurence Dunbar High School will increase the percentage of African American and Hispanic student groups scoring proficiency:
African American: Math from 14.0% to 24%; Reading 28.8% to 38.8%
Hispanic: Math from 18.0% to 28.0%; Reading from 27.3% to 37.3%.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 4: Increase the percentage of Hispanic students scoring proficient or distinguished in reading from 26.3% to 31.3% as measured by 2020 KPREP reading assessment scores.</td>
<td>See strategies for Proficiency Goal 1, Objective 1 and Gap Goal 3, Objective 1.</td>
<td>See activities for Proficiency Goal 1, Objective 1 and Gap Goal 3, Objective 1.</td>
<td>The percentage of Hispanic students scoring proficient or distinguished in reading will increase from 27.3% to 32.3% as measured by 2020 KPREP reading assessment scores.</td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

4: Transition Readiness

Goal 4: Increase the percentage of students who are transition ready from 64.1% to 74.1% (5% annually), by 2021.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1 Increase the percentage of students who are transition ready in college and career readiness, from</td>
<td>Design, &amp; Deliver Instruction</td>
<td>Plan for and implement active student engagement strategies. All students have a weekly CCR block that focuses on life skills, college selection, application, and funding,</td>
<td>By May 2020, the percentage of juniors and seniors enrolled in pathways will increase by 5%.</td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>
Goal 4: Increase the percentage of students who are transition ready from 64.1% to 74.1% (5% annually), by 2021.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.1% to 69.1% as measured by 2020 transition readiness indicator data.</td>
<td>Design, Align, Deliver Support Processes</td>
<td>work-related etiquette and skills, personal finance, college admissions test preparation, and introduction to the career clusters. These systems will provide students with greater access to marketable skills and certifications that they can carry with them beyond school to increase their opportunities. They also will ensure that all students have direct instruction and guided support regarding the college application process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>By May 2020, the percentage of juniors and seniors enrolled in pathways will increase by 5%.</td>
<td></td>
</tr>
</tbody>
</table>

*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...*
Goal 4: Increase the percentage of students who are transition ready from 64.1% to 74.1% (5% annually), by 2021.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>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 sequence.</td>
<td>By May 2020, the percentage of students who are transition ready in college and career readiness will increase from 64.1% to 69.1% as measured by 2020 transition readiness indicator data.</td>
<td>None</td>
<td>District funded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>By May 2020, the percentage of students who are transition ready in college and career readiness will increase from 64.1% to 69.1% as measured by 2020 transition readiness indicator data.</td>
<td>District funded</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Goal 4:** Increase the percentage of students who are transition ready from 64.1% to 74.1% (5% annually), by 2021.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>incorporate Mastery Prep 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. Students will be given time in each CCR block to set goals and work on skills in Mastery Prep Online.</td>
<td>from 64.1% to 69.1% as measured by 2020 transition readiness indicator data.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5: Graduation Rate

**Goal 5:** Increase the 4-5 year cohort graduation rate from 93% to 96% (1.50 annually), by 2021.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Increase the percentage of students who graduate in four years from 93% to 94.5% as measured by 2020 graduation data.</td>
<td>Design and Deliver Instruction</td>
<td>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</td>
<td>By May 2020, end of semester grades will demonstrate a 3% increase for all students passing their classes and earning course credits.</td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>
Goal 5: Increase the 4-5 year cohort graduation rate from 93% to 96% (1.50 annually), by 2021.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review, Analyze and Apply Data</td>
<td>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.</td>
<td>By May 2020, end of semester grades will demonstrate a 3% increase for all students passing their classes and earning course credits.</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish Learning Culture and Environment</td>
<td>Plan for and implement active student engagement strategies. Increasing the number of students taking CTE courses aligned to a pathway will improve engagement in learning and create</td>
<td>By May 2020, end of year CTE pathway certifications will demonstrate a 5% increase.</td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 5: Increase the 4-5 year cohort graduation rate from 93% to 96% (1.50 annually), by 2021.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>relevance for completing academic programs/earning related credentials.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>