Paul Laurence Dunbar High School’s Comprehensive School Improvement Plan (CSIP) for 2021-22

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district’s superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- 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 1: By May 2025, we will increase the percentage of all students scoring proficient or distinguished in math from 50.5% to 65% and reading from 49.3% to 65%.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Objective 1: Increase the percentage of all students scoring proficient or distinguished from 50.5% to 55% in math as measured by 2022 10th grade KY Summative 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 50.5% to 55% as measured by 2022 10th grade KY Summative math assessment scores.</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Design and Deploy Standards</td>
<td>Plan and implement active student engagement strategies. All teachers will continue to implement standards-based grading with fidelity using Tier 1 instructional and behavior supports including scaffolding to high levels of rigor in all classes, and building routines for in-class remediation and reassessments.</td>
<td>The percentage of all students scoring proficient or distinguished in math will increase from 50.5% to 55% as measured by 2022 10th grade KY Summative math assessment scores.</td>
<td></td>
<td>None</td>
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<tr>
<td>Design and Deliver Assessment Literacy</td>
<td>Implement student participation in self-assessment and goal setting.</td>
<td>By the end of the 2020-21 school year, teachers will increase</td>
<td></td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
Goal 1: By May 2025, we will increase the percentage of all students scoring proficient or distinguished in math from 50.5% to 65% and reading from 49.3% to 65%.

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<tbody>
<tr>
<td>Objective 2: Increase the percentage of all students scoring proficient or distinguished in reading from 49.3% to 55% as measured by 2022 10th grade KY Summative reading assessment scores.</td>
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<tr>
<td></td>
<td>Design and Deliver Instruction</td>
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<tr>
<td></td>
<td></td>
<td>Plan for and implement active student engagement strategies</td>
<td>The percentage of all students scoring proficient or distinguished in reading will increase from 49.3% to 55% as measured by 2022 10th grade KY Summative reading assessment scores.</td>
<td></td>
<td>None</td>
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<tr>
<td></td>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>Review, Analyze and Apply Data</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Analyze and Adjust Instruction</td>
<td>The percentage of all students scoring proficient or distinguished in math will increase from 50.5% to 55% as measured by 2022 10th grade KY Summative math assessment scores.</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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>
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<td></td>
<td></td>
<td>PLCS will continue to develop and refine daily learning targets and success criteria as well as detailed rubrics and models of exemplary work. Teachers will teach students to use the exemplars and the rubric criteria to identify strengths and areas for growth. PLCs will develop a self-assessment tracking system for students to utilize for monitoring and goal setting.</td>
<td>the use of self-assessment tracking systems from 25% to 50% as measured by teacher survey data.</td>
<td></td>
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Approved by SBDM 12/9/2021
Goal 1: By May 2025, we will increase the percentage of all students scoring proficient or distinguished in math from 50.5% to 65% and reading from 49.3% to 65%.

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<tbody>
<tr>
<td></td>
<td>See strategies for Proficiency Goal 1, Objective 1.</td>
<td>See activities for Proficiency Goal 1, Objective 1.</td>
<td>The percentage of all students scoring proficient or distinguished in reading will increase from 49.3% to 55% as measured by 2022 10th grade KY Summative reading assessment scores.</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

Approved by SBDM 12/9/2021
**Goal 2:** By May 2025, we will increase the percentage of all students scoring proficient or distinguished in science from 44.5% to 60% and writing from 68.3% to 80%.

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<tbody>
<tr>
<td><strong>Objective 1</strong> Increase the percentage of students scoring proficient or distinguished from 44.5% to 50% as measured by 2022 11th grade KY Summative science assessment scores.</td>
<td>Design and Deliver Instruction</td>
<td>Plan for and implement active student engagement strategies. Science teachers will routinely incorporate literacy practices in their instruction that incorporate reading, interpreting and analyzing data via charts, graphs and tables.</td>
<td>The percentage of students scoring proficient or distinguished in science will increase from 44.5% to 50% as measured by 2022 11th grade KY Summative science assessment scores.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2</strong> Increase the percentage of students scoring proficient or distinguished from 68.3% to 73% as measured by 2022 11th grade KY Summative writing assessment scores.</td>
<td>Design and Deliver Instruction</td>
<td>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 assessments including on-line)</td>
<td>The percentage of students scoring proficient or distinguished in writing will increase from 68.3% to 73% as measured by 2022 11th grade KY Summative writing assessment scores.</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
Goal 2: By May 2025, we will increase the percentage of all students scoring proficient or distinguished in science from 44.5% to 60% and writing from 68.3% to 80%.

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<tr>
<td></td>
<td>See strategies for Proficiency Goal 1, Objective 1.</td>
<td>See activities for Proficiency Goal 1, Objective 1.</td>
<td>The percentage of students scoring proficient or distinguished in writing will increase from 68.3% to 73% as measured by 2022 11th grade KY Summative writing assessment scores.</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

<table>
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<tbody>
<tr>
<td>Objective 1: Increase the percentage of African American students scoring proficient or distinguished in math from 8.7% to 15% as measured by 2022 KY Summative math assessment scores.</td>
<td>Design, Align and Deliver Support</td>
<td>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 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 8.7% to 15% as measured by 2022 KY Summative math assessment scores.</td>
<td>None</td>
<td>None-part of regular staffing.</td>
</tr>
<tr>
<td></td>
<td>Design, Align and Deliver Support</td>
<td>Intentional Non-Academic Support 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 8.7% to 15% as measured by 2022 KY Summative math assessment scores.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Objective 2: Increase the percentage of African American students scoring proficient or distinguished in reading from 6.4% to 15% as measured by 2022 KY Summative 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 African American students scoring proficient or distinguished in reading will increase from 6.4% to 15% as measured by 2022 KY Summative reading assessment scores.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
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<td>Activities</td>
<td>Measure of Success</td>
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<td>measured by 2022 KY Summative reading assessment scores.</td>
<td></td>
<td></td>
<td>reading will increase from 6.4% to 15% as measured by 2022 KY Summative reading assessment scores.</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Objective 3: Increase the percentage of Hispanic students scoring proficient or distinguished in math from 14.1% to 20% as measured by 2022 KY Summative math 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 math will increase from 14.1% to 20% as measured by 2022 KY Summative math assessment scores.</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Objective 4: Increase the percentage of Hispanic students scoring proficient or distinguished in reading from 26.3% to 30% as measured by 2022 KY Summative math 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 26.3% to 30% as measured by 2022 KY Summative reading assessment scores.</td>
<td></td>
<td>None</td>
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</table>
### 5: Transition Readiness

**Goal 5:** Increase the percentage of students who are transition ready from 64.1% to 75%, by 2025.

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</thead>
<tbody>
<tr>
<td>Objective 1: Increase the percentage of students who are transition ready in college and career readiness, from 64.1% to 69% as measured by 2022 transition readiness indicator data.</td>
<td><strong>Design, &amp; Deliver Instruction</strong></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, 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>By May 2022, the percentage of juniors and seniors enrolled in pathways will increase by 5%.</td>
<td>None</td>
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</tbody>
</table>

| Design, Align, Deliver Support Processes | **Career:** Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Scheduling materials will be developed to clearly define Career Pathway requirements and benefits to attaining Career Ready status. All 9th graders will be scheduled into an introductory CTE course of their choice. CTE teachers will | By May 2022, the percentage of juniors and seniors enrolled in pathways will increase by 5%. | None |

Approved by SBDM 12/9/2021
Goal 5: Increase the percentage of students who are transition ready from 64.1% to 75%, by 2025.

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<td></td>
<td></td>
<td>conference with students to identify and schedule them for the next course in the pathway sequence.</td>
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<tr>
<td>Academic:</td>
<td></td>
<td>Ac <strong>ademic</strong>: Teachers will routinely teach standardized ACT test taking strategies. Students will be encouraged to take more AP and Dual Credit classes. AP: 3 or higher on exam for a test in the category (science/math or English/Social Studies/Fine Arts) Dual Credit: grade of C or higher on 6 or more hours of KDE approved Dual Credit in the category.</td>
<td>By May 2021, the percentage of students who are transition ready in college and career readiness will increase from 64.1% to 69% as measured by 2022 transition readiness indicator data.</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Design and deliver assessment literacy</td>
<td>Plan for and implement active student engagement strategies.</td>
<td>Content teachers will incorporate bellringers 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.</td>
<td>By May 2021, the percentage of students who are transition ready in college and career readiness will increase from 64.1% to 69% as measured by 2022 transition readiness indicator data.</td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>
### 6: Graduation Rate

**Goal 5:** Increase the 4 year cohort graduation rate from 92.5% to 96% and the 5 year cohort graduation rate from 94.1% to 98% by May 2025.

<table>
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<tbody>
<tr>
<td>Objective 1: Increase the percentage of students who graduate in four years from 92.5% to 94% and the number of students who graduate in five years from 94.1% to 95.5% as measured by 2022 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 rigor in all classes, building routines for in-class remediation and reassessments to ensure students pass their classes and earn course credits.</td>
<td>By May 2022, 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>
</tr>
<tr>
<td></td>
<td>Review, Analyze and Apply Data</td>
<td>Utilize ROIS data to assist in identifying students at risk for remediation, failure and/or untimely graduation. The Student Problem Solving Team will review students at an increased risk for not graduating on time and ensure they are matched with appropriate supports and interventions, making adjustments as needed.</td>
<td>By May 2022, 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>
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<tr>
<td></td>
<td>Establish Learning Culture and Environment</td>
<td>Plan for and implement active student engagement strategies. Students who fail courses will be scheduled into credit recovery classes and Odysseyware to ensure they remain on track for graduation.</td>
<td>By May 2022, end of semester grades will demonstrate a 3% increase for all students passing their classes and earning course credits.</td>
<td>None</td>
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</tbody>
</table>
2021-22 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
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2021-22 Phase One: Continuous Improvement Diagnostic for Schools 3
2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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 2021-22 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
- Professional Development Plan for Schools

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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.
Please enter your name and date below to certify.

Betsy Rains, 9/16/21
2021-22 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
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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3
2021-22 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year’s needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

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.

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

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.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: 49.3% of all students scored proficient or distinguished on KPREP Reading. 50.5% of all students scored proficient or distinguished on KPREP Math. Current Non-Academic State: Our students are transitioning from almost a year and half of remote learning due to the Covid-19 pandemic. We are intentionally working with students on behavioral expectations, social and emotional wellness and resources to address both.

Priorities/Concerns
4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight (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.

6.4% of African-American students scored PD in reading, 26.3% of Hispanic students scored PD in reading compared to 49.3% of all students. 8.7% of African-American students scored PD in math, 14.1% of Hispanic students scored PD in math compared to 50.5% of all students. 78.5% of Hispanic students graduated in 4 years as compared to 92.5% for all students. 78.5% of English language learners graduated in 4 years as compared to 92.5% for all students. The average ACT composite score for African-American students was 17.6, Hispanic students 16.1, compared to all students 20.6.

**Strengths/Leverages**

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Our distinguished science scores increased from 11.5% in 2019, to 17.7% in 2021. Our writing P/D scores increased from 62.4% in 2019, to 68.3% in 2021. Our African-American four year graduation rate is 97% compared to 92.5% for all students.

**Evaluate the Teaching and Learning Environment**

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

**KCWP 1:** Design and Deploy Standards
**KCWP 2:** Design and Deliver Instruction
**KCWP 3:** Design and Deliver Assessment Literacy
**KCWP 4:** Review, Analyze and Apply Data
**KCWP 5:** Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

KCWP 4: Review, Analyze and Apply Data; KCWP 6: Establishing Learning Culture and Environment
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
</thead>
</table>

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2021-22 Phase Three: Executive Summary for Schools Paul Laurence Dunbar High School 2021 2210062021_11:00

Paul Laurence Dunbar High School
Rae Elizabeth Rains
1600 Man O'war Blvd
Lexington, Kentucky, 40513
United States of America
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2021-22 Phase Three: Executive Summary for Schools
**2021-22 Phase Three: 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 2069 students enrolled. Our demographic breakdown is: 46.9% White, 13.1% African-American, 28.1% Hispanic, 13.5% Other. 46.9% of our students qualify for Free/Reduced Lunch, 6.7% of our students have Individual Education Plans, 12% 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 School, 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**

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.

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 five 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, a 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 student's 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 are a standards-based grading school. 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. In the past three years, we've 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. Social and emotional wellness lessons are also taught during this block and we have added mental health specialists to our faculty to support our students who need more targeted assistance. 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 (including ATSI) 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 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.
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2021-22 Phase Three: Professional Development Plan for Schools
Paul Laurence Dunbar High School

Paul Laurence Dunbar High School
Rae Elizabeth Rains
1600 Man O’war Blvd
Lexington, Kentucky, 40513
United States of America
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2021-22 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

Dunbar High School's faculty and staff, in partnership with parents and community members, empower students to achieve high standards for academics, integrity, leadership, and citizenship.

2. The needs assessment provides the framework for all schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.
Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's top two priorities for professional development that support continuous improvement?

Our school's top two priorities for professional development are remediation and recovery for all students due to the academic challenges presented during COVID. We also will focus on the goals and objectives identified in our School Improvement Plan.

3. How do the identified top two priorities of professional development relate to school goals?

The top two priorities are directly related to our school-wide goals of remediation and recovery for all students and the goals and objectives we have identified in our School Improvement Plan.

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

Goal 1: Remediation Professional development sessions will be provided to support PLCS as they develop and refine detailed rubrics and models of exemplary work. PLCS will develop a student self-assessment tracking system for monitoring and goal-setting. Professional development sessions will be provided to support PLCS as they set goals and norms for the 2021-22 school year using the PLD PLC Protocol as the foundation of their work. Active engagement and high yield strategies as well as NISL ELL 5 Essential Practices will be reviewed.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

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 student's 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.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.
By May 2022, our failures and retentions will decrease by 10%. By May 2025, we will increase the percentage of all students scoring proficient or distinguished in math from 50.5% to 65% and reading from 49.3% to 65%.

4d. Who is the targeted audience for the professional development?

Teachers, administrators, counselors

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, administrators, counselors

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

ESSER funds will be utilized to hire additional staff for academic support, enhancement and credit recovery.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Coaching via faculty, department, new teacher and PLC meetings.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Summative and common assessment data will be analyzed monthly during PLC meetings. Walkthrough and observation data will also be monitored for implementation.

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

Professional development sessions will be provided to support PLCS as they develop and refine detailed rubrics and models of exemplary work. PLCS will develop a student self-assessment tracking system for monitoring and goal-setting.
Professional development sessions will be provided to support PLCS as they set goals and norms for the 2020-21 school year using the PLD PLC Protocol as the foundation of their work.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

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 student's 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.

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

N/A
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