The School District of Lee County

Dunbar High School

2016-17 Schoolwide Improvement Plan

Dunbar High School

3800 E EDISON AVE, Fort Myers, FL 33916

http://dhs.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dunbar High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Dunbar High School will develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect, compassionate leadership, and lifelong learning.

b. Provide the school's vision statement.

Dunbar High School will graduate students who contribute ethically, productively, and responsibly to their community and their environment.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

We encourage parents to attend conferences with teachers when they have a personal concern and/or upon request. Teachers are required to make contact with parents when students are not meeting the achievement expectation. Through these forms of communication, we experience the varying home life translated to school behaviors that provides us insight in creating those valued relationships.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Students have been informed of the different safe zones in which to seek assistance for any type of harassment, bullying, and so forth. The admin team always makes itself readily available to act upon any situation that makes any student uncomfortable in this place of learning. During classroom walk-throughs, class transitions, and cafeteria duty, the admin team's visibility always ensures that our students are protected. Before and after-school, students are always provided with adequate supervision, affording them again, the opportunity to speak to someone in confidence about any pending matter.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We have a common practice to call home and get the parent(s) involved in their child's education. Since our motto is "Achievement is the Expectation", students have an understanding that our focus is academics. Our teachers also have a responsibility to provide each student with high-quality learning opportunities. In addition to communicating with the student, changing student seating arrangements, and making parent contact, students are removed from the educational setting by an adult escort when necessary; thus providing as uninterrupted a learning environment as possible.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school counselors have dedicated themselves to building relationships with our students; meeting their needs academically and emotionally. Our District office provides additional support during times of crisis so that we may serve all students without delay.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Open House/Title I Annual Meeting:
Each teacher provides expectations of student achievement; what students need to know and be able to do. Teachers will provide parents activities to help their children at home.
SAC Meetings:
The school Principal and APC meet regularly with SAC to keep the parent group informed of many aspects of their child's education. Parents are given the opportunity to provide input into the School Improvement activities and expenditure of School Improvement funds.
Notify parents about school functions, absences, tardies, behavior concerns, and so forth using direct phone calls and/or Parentlink.
Provide training to parents in the use of the FOCUS parent portal and ParentLink.
Increase communication with parents; provide updates on school functions in multiple languages.
Host an AVID parent night during the school year.
Host an ESOL parent night during the school year.
Host various academic trainings, such as IB information night, financial aid night, FAFSA completion, and so forth.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

An extensive Business Advisory Committee meets at Dunbar High School once per month to discuss ways in which our students can be better prepared regarding College and Career Readiness.

Dunbar High School teachers and selected students participate in the District STEM@WORK initiative each year through the Adult and Career Education department. This includes field trips and hands on experiences at local businesses.

The Dunbar High School AVID students and teachers have built partnerships with local colleges and universities such as Keiser University and FGCU.

Each year, Dunbar High School hosts a Tiger Classic Golf Tournament and invites a variety of local community members to participate.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Burnside, Carl	Principal
Miller, Matt	Assistant Principal
Hause, Toni	Assistant Principal
Walker, Forrest	Assistant Principal
Joy, Amanda	Teacher, K-12
Klausing, Jill	Teacher, K-12
Raymond, Barbara	Teacher, K-12
Griffin, Catherine	Teacher, K-12
Kelly, Colin	Teacher, K-12
Johnson, Mario	Teacher, K-12
Spence, Denise	Teacher, K-12
Rosa, Deedra	Teacher, K-12
Webb, Cynthia	Teacher, K-12
Ward, Kim	Teacher, K-12
Merette, Maurel	Teacher, K-12
Savage, Frank	Teacher, K-12
Peacock, Rania	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The School Leadership Team meets on a monthly basis to discuss old and new business items and make timely decisions so information can be communicated to all stakeholders in a timely fashion.

As instructional leaders, each administrative member of the School Leadership Team has been assigned specific subject areas as well as teachers who he/she is responsible for monitoring, observing, and coaching.

As instructional leaders, each department head member of the School Leadership Team is responsible for working in a collaborative manner to share best practices and provide coaching, mentoring, and leadership to his/her respective departments.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Leadership Team (SLT) evaluates areas of resource need regarding personnel, instruction, and curriculum on a continuing basis. For example, the building Principal and Assistant Principal, Curriculum review the ever-changing student assignment (enrollment) numbers to plan for proper hiring and scheduling of teachers. Additionally, the SLT reviews program offerings such as Project Lead the Way engineering and biomedical, high-level technology courses, AVID, AP, Pre-IB, IB, and so forth to ensure we offer a rigorous program of study.

As a Title I school, Dunbar High School, under the leadership of the building Principal, budgets Title I funds for various personnel such as a Math Coach as well as after school tutoring programs which are available to all students. All expenditure of these funds is carefully tracked by the bookkeeper and an inventory of Title I purchased equipment in also maintained.

The SLT meets monthly, and although the items listed in this section are not the sole focus of each meeting, they are touched upon as needed.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Carl Burnside	Principal
Xavier Bolden	Teacher
Cynthia Hampton	Parent
John Spence	Business/Community
Sandra Cantor	Education Support Employee
Alejandra Pena	Student
Cynthia Hernandez	Parent
Holly Lopez	Parent
Melissa Bednarek	Business/Community
Nohora Robayo	Education Support Employee
Evelin Truffin	Teacher
Kenneth Benjamin	Student
Margie Viera	Parent
Tania Prophete	Parent
Lorena Salazar	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) will review the school improvement plan from last year and will discuss the progress toward goals as well as professional development initiatives and expenditures of school improvement funds.

b. Development of this school improvement plan

Besides being involved with some of the planning pieces of the SIP, the SAC will also be involved with the approval of the SIP.

c. Preparation of the school's annual budget and plan

The SAC is involved in the discussion and approval of school improvement fund expenditures. This occurs at SAC meetings.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The only expenditure of school improvement funds last school year was $970 spent to send two teachers to AVID PATH training in November of 2014. This was SAC approved at a meeting held on October 28, 2014.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Burnside, Carl	Principal
Loverock, Patricia	Instructional Coach
Baisch, Gayle	Teacher, K-12
Borstelman, Tia	Teacher, K-12
Hart, Nina	Teacher, K-12
Klausing, Jill	Teacher, K-12
Vona, Maria	Teacher, K-12
Ward, Kim	Other
Humphrey, Edward	Teacher, K-12
Miller, Matt	Assistant Principal
	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Members will become knowledgeable in the use of the following data gathering sources:
• STAR360
• Performance Matters
• FOCUS
• In-Class Formative Assessments

The following are ways in which members of the LLT will promote literacy and use the data sources listed above:

• Members will use the data to make data-driven decisions about reading at DHS.
• Members will use the data to identify key issues, inform leadership decisions, and drive instruction.
• A school-wide vocabulary-building plan called Words of the Week (WoW) will be created by the LLT.
• Specific literacy supports for various core instructional departments will be provided by the LLT.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The administrative team has established Professional Learning Communities (PLCs) that meet weekly. The PLCs are subject area specific (i.e. Algebra 1, Geometry, Algebra 2, and so forth) rather than full departments. During PLC meetings, teachers share ideas, strategies, materials, etc. that have been used successfully in their classroom. Teachers are encouraged to visit other teachers to observe their instructional practices as well.

During each PLC meeting, groups are asked to maintain a focus on the 4 critical PLC questions which are:
1. What is it that we want students to learn?
2. How will we know if they learned it?
3. What do we do if they did not learn it?
4. What do we do if they already know it?

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Recruitment:
Mr. Burnside attends recruiting fairs, if available, and utilizes on-line resources to recruit teachers. In addition, he directly contacts various colleges and universities. On-line resources include Teach-inFlorida.com, as well as the district PeopleSoft program.

Retention:
Administration meets bi-weekly with new teachers. The teachers are encouraged to bring forward issues of concern or confusion. Administration also attempts to anticipate upcoming events for which new teachers may need additional support. In addition, through classroom observations and conversations, training is made available to teachers to assist them in being successful in the classroom.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our new teachers that are part of the District APPLES program have been paired with experienced mentors that hold particular strengths in the areas where the new teachers feel as though they need to develop. Each mentor utilizes effective classroom management skills that will benefit the mentee. Formal classroom observations are conducted including pre and post-observation conferences to discuss areas of focus for the observation as well as to report and reflect on the observation. A plan for growth is then created and set in motion.

Our Teacher Incentive Fund (TIF) teachers regularly work with and mentor a variety of other teachers around the school. They touch base with teachers, setup observations, and have follow up meetings about strengths to build upon as well as other areas for growth. The TIF teachers are as follows:
Baisch, G.
Griffin, C.

Savage, P.
Tomlinson, T.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Through the use of District academic plans as well as extensive departmental collaboration regarding the design of instruction, assessment, and the response to assessment (formative) results, Dunbar High School ensures all core instructional programs and materials are aligned to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

As part of the ongoing PLC process at Dunbar High School, teacher teams create common formative assessments linked to standards. Based upon the real-time results of these formative assessments, re-teaching mechanism are implemented for students struggling to master concepts while enrichment activities are provided to those that have reached mastery.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 30,000

A variety after school tutoring programs are offered in the areas of reading, mathematics, science, and college readiness. These programs each incorporate research-based Kagan and Marzano structures/strategies.

Strategy Rationale

These tutoring programs are designed to assist students with mastering concepts in core classes as well as state assessments and college readiness measures.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Miller, Matt, matthewrmi@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students sign in to all tutoring sessions and FSA/EOC/ACT/SAT testing data will be analyzed and compared to students not attending tutoring in order to determine the effectiveness of this strategy.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Each year, Dunbar High School hosts a team building and informational camp for incoming freshman; this is referred to as Tiger Time. The goals of this event include:
1. Orienting students to the physical layout of campus
2. Identifying points of contact including administration, teacher leaders, coaches, sponsors, and so forth.
3. Discussing the Tiger Way of behaving and achieving at a high level which falls in line with the DHS motto of "achievement is the expectation!"

Dunbar High School also provides post-secondary planning through AVID and the counseling department.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

1. 9th grade students take a course titled Digital Information Technology, which gives them the opportunity to explore different career opportunities, to learn about financial planning, to plan for post-secondary education, and to set goals for the future.

2. The counseling department meets with each student individually to review academic history and to select courses each spring.

3. Dunbar offers dual enrollment and College Readiness courses.

4. Dunbar is an AVID school. Students involved in the AVID program research careers and colleges/ technical institutes during their AVID period.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

1. Academy of Technology Excellence (ATE)
2. Academy of Digital Excellence (ADE)
3. Academy of Engineering Excellence (AEE) via Project Lead the Way (PLTW)
4. Academy of Biomedical Excellence (ABE) via Project Lead the Way (PLTW)

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

At Dunbar High School, we offer a wide variety of CTE courses (as noted in section 2 above), most notably in the areas of technology, engineering, and biomedical. These courses not only support student achievement in core academic classes, they oftentimes drive that success.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Dunbar High School offers various courses whose goal is to assist students in becoming college-ready based upon ACT/SAT/PERT scores. After school tutoring in these areas is provided.

Additionally, Dunbar High School promotes advanced coursework and strives to increase student participation in level 3 (honors courses), AP, IB, and Dual Enrollment courses.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Dunbar High School will provide a safe learning environment in which all students will have the best possible chance to thrive academically. This will be done through a student supervision plan that ensures students are monitored and in their assigned area at all times.

G2. Dunbar High School will increase school grade from a D to a C.

G3. The Dunbar High School student average daily attendance rate will increase by 0.2% from 94.0% in SY1516 to 94.2% in SY1617 as measured by the Lee County School District year-end enrollment report.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Dunbar High School will provide a safe learning environment in which all students will have the best possible chance to thrive academically. This will be done through a student supervision plan that ensures students are monitored and in their assigned area at all times. 1a

🔑 G083963

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	1136.0
Discipline incidents	608.0

Targeted Barriers to Achieving the Goal 3

- Inadequate number of security personnel

- Students missing class time due to skipping class

- Students missing class time due to be suspended from school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student supervision plan training for staff and a copy of the plan provided to all staff

- Restorative justice approach

Plan to Monitor Progress Toward G1. 8

Student discipline data reports (in District applications) specific to out of school suspension will be reviewed.

Person Responsible

Carl Burnside

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The APC will review these reports each quarter and will review the results with the entire admin team in order to determine progress toward meeting the goal.

G2. Dunbar High School will increase school grade from a D to a C. 1a

🔍 G083964

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	50.0
FSA ELA Achievement	35.0
ELA/Reading Gains	40.0
ELA/Reading Lowest 25% Gains	40.0
FSA Mathematics Achievement	35.0
Math Gains	40.0
Math Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

- Lack of Teacher / Student knowledge of student progress toward standards mastery and learning gains

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common assessments across various FSA/EOC teams

- Standards tracking to monitor progress toward standards mastery and learning gains (STAR 360)

- Administration team / Social worker trying to increase student attendance rates

- Teacher praise and positivity for authentic student effort

Plan to Monitor Progress Toward G2. 8

Student standards mastery data reports (STAR 360) will be collected and monitored. Also, a review of Spring 2017 FSA/EOC scores will be conducted.

Person Responsible
Matt Miller

Schedule
Quarterly, from 8/10/2016 to 6/15/2017

Evidence of Completion
Standards-based progress monitoring reports and Spring 2017 FSA/EOC score reports.

G3. The Dunbar High School student average daily attendance rate will increase by 0.2% from 94.0% in SY1516 to 94.2% in SY1617 as measured by the Lee County School District year-end enrollment report. `1a`

🔑 G083965

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	94.2

Targeted Barriers to Achieving the Goal `3`

- Students and families understanding the importance of and urgent need for a high rate of attendance

Resources Available to Help Reduce or Eliminate the Barriers `2`

- School Social Worker

- Assistant Principal over attendance

- Counseling department

Plan to Monitor Progress Toward G3. `8`

The Lee County School District enrollment report will be monitored during each of the 12 attendance cycles.

Person Responsible
Carl Burnside

Schedule
Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Copies of the Lee County School District enrollment report as well as comparisons between last year and current year values at each of the 12 attendance cycles will kept.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Dunbar High School will provide a safe learning environment in which all students will have the best possible chance to thrive academically. This will be done through a student supervision plan that ensures students are monitored and in their assigned area at all times. 1

🔑 G083963

G1.B1 Inadequate number of security personnel 2

🔑 B223107

G1.B1.S1 The school Principal will review the school budget and make changes to increase the number of security personnel on staff. 4

🔑 S235388

Strategy Rationale

This will allow school security to be assigned to more locations throughout the school day in order to provide increased visibility and supervision of students.

Action Step 1 5

The school Principal will review and change the school budget.

Person Responsible

Carl Burnside

Schedule

On 7/1/2016

Evidence of Completion

The school budget

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

The student supervision plan.

Person Responsible

Forrest Walker

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The student supervision plan will reflect an increased number of security personnel and will be periodically reviewed by administration in order to continuously improve our level of student supervision.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

Periodic review of security personnel job performance.

Person Responsible

Carl Burnside

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Employee evaluations

G1.B3 Students missing class time due to skipping class 2

🔑 B223109

G1.B3.S1 Dunbar High School will decrease the number of student discipline referrals specific to skipping class by 25% from 1,515 in the 2015-16 school year to 1,136 in the 2016-17 school year. 4

🔑 S235390

Strategy Rationale

This reduction will provide for a safer and secure learning environment where students are in their assigned area and monitored. Additionally, it will maximize the amount of instructional time each student receives.

Action Step 1 5

The student supervision plan will place security personnel in key areas to ensure students cannot go undetected during an attempt to be out of their assigned area.

Person Responsible

Forrest Walker

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

As the Assistant Principal over student services, Mr. Walker will periodically review the student supervision plan and it's implementation in order to monitor effectiveness of the plan.

Action Step 2 5

The student supervision plan will place security personnel in key areas to ensure students cannot go undetected during an attempt to be out of their assigned area.

Person Responsible

Forrest Walker

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

As the Assistant Principal over student services, Mr. Walker will periodically review the student supervision plan and it's implementation in order to monitor effectiveness of the plan.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

The school Principal will oversee the implementation of the student supervision plan.

Person Responsible

Carl Burnside

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The administrative team will meet bi-weekly to review the implementation of the student supervision plan and will make adjustments as needed.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Student discipline data reports (in District applications) specific to skipping will be reviewed.

Person Responsible

Matt Miller

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The APC will review these reports each quarter and will review the results with the entire admin team in order to determine progress toward meeting the goal of a 25% reduction in discipline referrals for skipping class.

G1.B4 Students missing class time due to be suspended from school 2

🔑 B223110

G1.B4.S1 Dunbar High School will decrease the total number of student days suspended out of school by 10% from 676 in the 2015-16 school year to 608 in the 2016-17 school year. 4

🔑 S235391

Strategy Rationale

This reduction will maximize the amount of instructional time each student receives.

Action Step 1 5

The administrators over discipline will provide mentoring as well as restorative justice practices in an effort to reduce out of school suspensions.

Person Responsible

Forrest Walker

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

The administrative team will meet monthly to review progress on the above mentioned items.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The school Principal will oversee the implementation of mentoring and restorative justice through student services.

Person Responsible

Carl Burnside

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Admin meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Student discipline data reports (in District applications) specific to out of school suspension will be reviewed.

Person Responsible

Matt Miller

Schedule

Evidence of Completion

The APC will review these reports each quarter and will review the results with the entire admin team in order to determine progress toward meeting the goal of a 10% reduction in student days of out of school suspension.

G2. Dunbar High School will increase school grade from a D to a C. [1]

🔑 G083964

G2.B1 Lack of Teacher / Student knowledge of student progress toward standards mastery and learning gains [2]

🔑 B223111

G2.B1.S1 Teachers will monitor progress toward student mastery of standards and will apprise their students of their own progress. [4]

🔑 S235392

Strategy Rationale

When teachers are unaware of student standards mastery progress it is much more difficult for teachers to plan successfully for learning. Similarly, when students are unaware of their own progress, they tend to be less engaged in the learning process and less successful.

Action Step 1 [5]

FSA/EOC teachers, as part of a Professional Learning Community (PLC) will collaboratively plan for, assess, monitor, discuss, and share student standards mastery. They will also alter their lesson plans and assessments based upon the results. The AP assigned to each department will oversee this process as part of the PLC. The school Principal, Mr. Burnside, will oversee the entire process.

Person Responsible

Carl Burnside

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Progress monitoring reports (formative assessments and STAR 360) regarding student mastery of standards will be reviewed.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

The school Principal will work with the PLCs teacher teams as well as the APs to monitor the PLC process and standards tracking.

Person Responsible

Carl Burnside

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Review of PLC meeting notes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

The school Principal will work with the PLCs teacher teams as well as the APs to monitor the PLC process and standards tracking.

Person Responsible

Carl Burnside

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Review of progress monitoring reports that contain student data on standards mastery.

G3. The Dunbar High School student average daily attendance rate will increase by 0.2% from 94.0% in SY1516 to 94.2% in SY1617 as measured by the Lee County School District year-end enrollment report. [1]

🔑 G083965

G3.B1 Students and families understanding the importance of and urgent need for a high rate of attendance [2]

🔑 B223113

G3.B1.S1 The AP in charge of attendance, along with the school social worker, will monitor school-wide attendance rates as well as individual outliers in terms of excessive absences. Students and families will be contacted, and in some cases visited at home, in an effort to increase the DHS attendance rate. [4]

🔑 S235393

Strategy Rationale

Achievement in the classroom cannot happen if students are absent.

Action Step 1 [5]

The AP in charge of attendance, along with the school social worker and school counselors, will make calls home, hold parent-student conferences, and when appropriate, will conduct home visits (social worker only) to students with excessive absences.

Person Responsible

Toni Hause

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Contact logs as well as attendance records.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

The building Principal will oversee this work.

Person Responsible

Carl Burnside

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Attendance data as well as contact logs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

The building Principal will review attendance data over a period of time looking for attendance rate improvement.

Person Responsible

Carl Burnside

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

School-wide attendance data will be reviewed for positive trends in attendance rates.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B4.S1.MA1 M308485	Student discipline data reports (in District applications) specific to out of school suspension...	Miller, Matt	No Start Date	The APC will review these reports each quarter and will review the results with the entire admin team in order to determine progress toward meeting the goal of a 10% reduction in student days of out of school suspension.	No End Date one-time
G1.B1.S1.A1 A303430	The school Principal will review and change the school budget.	Burnside, Carl	7/1/2016	The school budget	7/1/2016 one-time
G1.MA1 M308487	Student discipline data reports (in District applications) specific to out of school suspension...	Burnside, Carl	8/10/2016	The APC will review these reports each quarter and will review the results with the entire admin team in order to determine progress toward meeting the goal.	5/26/2017 quarterly
G3.MA1 M308493	The Lee County School District enrollment report will be monitored during each of the 12 attendance...	Burnside, Carl	8/10/2016	Copies of the Lee County School District enrollment report as well as comparisons between last year and current year values at each of the 12 attendance cycles will kept.	5/26/2017 monthly
G1.B1.S1.MA1 M308481	Periodic review of security personnel job performance.	Burnside, Carl	8/10/2016	Employee evaluations	5/26/2017 quarterly
G1.B1.S1.MA1 M308482	The student supervision plan.	Walker, Forrest	8/10/2016	The student supervision plan will reflect an increased number of security personnel and will be periodically reviewed by administration in order to continuously improve our level of student supervision.	5/26/2017 monthly
G1.B3.S1.MA1 M308483	Student discipline data reports (in District applications) specific to skipping will be reviewed.	Miller, Matt	8/10/2016	The APC will review these reports each quarter and will review the results with the entire admin team in order to determine progress toward meeting the goal of a 25% reduction in discipline referrals for skipping class.	5/26/2017 quarterly
G1.B3.S1.MA1 M308484	The school Principal will oversee the implementation of the student supervision plan.	Burnside, Carl	8/10/2016	The administrative team will meet bi-weekly to review the implementation of the student supervision plan and will make adjustments as needed.	5/26/2017 biweekly
G1.B3.S1.A1 A303431	The student supervision plan will place security personnel in key areas to ensure students cannot...	Walker, Forrest	8/10/2016	As the Assistant Principal over student services, Mr. Walker will periodically review the student supervision plan and it's implementation in order to monitor effectiveness of the plan.	5/26/2017 monthly
G1.B3.S1.A2 A303432	The student supervision plan will place security personnel in key areas to ensure students cannot...	Walker, Forrest	8/10/2016	As the Assistant Principal over student services, Mr. Walker will periodically review the student supervision plan and it's implementation in order to monitor effectiveness of the plan.	5/26/2017 monthly
G1.B4.S1.MA1 M308486	The school Principal will oversee the implementation of mentoring and restorative justice through...	Burnside, Carl	8/10/2016	Admin meeting notes	5/26/2017 monthly
G1.B4.S1.A1 A303433	The administrators over discipline will provide mentoring as well as restorative justice practices...	Walker, Forrest	8/10/2016	The administrative team will meet monthly to review progress on the above mentioned items.	5/26/2017 daily
G2.B1.S1.MA1 M308488	The school Principal will work with the PLCs teacher teams as well as the APs to monitor the PLC...	Burnside, Carl	8/10/2016	Review of progress monitoring reports that contain student data on standards mastery.	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 🔍 M308489	The school Principal will work with the PLCs teacher teams as well as the APs to monitor the PLC...	Burnside, Carl	8/10/2016	Review of PLC meeting notes.	5/26/2017 monthly
G2.B1.S1.A1 🔍 A303434	FSA/EOC teachers, as part of a Professional Learning Community (PLC) will collaboratively plan for,...	Burnside, Carl	8/10/2016	Progress monitoring reports (formative assessments and STAR 360) regarding student mastery of standards will be reviewed.	5/26/2017 weekly
G3.B1.S1.MA1 🔍 M308491	The building Principal will review attendance data over a period of time looking for attendance...	Burnside, Carl	8/10/2016	School-wide attendance data will be reviewed for positive trends in attendance rates.	5/26/2017 monthly
G3.B1.S1.MA1 🔍 M308492	The building Principal will oversee this work.	Burnside, Carl	8/10/2016	Attendance data as well as contact logs.	5/26/2017 monthly
G3.B1.S1.A1 🔍 A303435	The AP in charge of attendance, along with the school social worker and school counselors, will...	Hause, Toni	8/10/2016	Contact logs as well as attendance records.	5/26/2017 monthly
G2.MA1 🔍 M308490	Student standards mastery data reports (STAR 360) will be collected and monitored. Also, a review...	Miller, Matt	8/10/2016	Standards-based progress monitoring reports and Spring 2017 FSA/EOC score reports.	6/15/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	The school Principal will review and change the school budget.	$0.00
2	G1.B3.S1.A1	The student supervision plan will place security personnel in key areas to ensure students cannot go undetected during an attempt to be out of their assigned area.	$0.00
3	G1.B3.S1.A2	The student supervision plan will place security personnel in key areas to ensure students cannot go undetected during an attempt to be out of their assigned area.	$0.00
4	G1.B4.S1.A1	The administrators over discipline will provide mentoring as well as restorative justice practices in an effort to reduce out of school suspensions.	$0.00
5	G2.B1.S1.A1	FSA/EOC teachers, as part of a Professional Learning Community (PLC) will collaboratively plan for, assess, monitor, discuss, and share student standards mastery. They will also alter their lesson plans and assessments based upon the results. The AP assigned to each department will oversee this process as part of the PLC. The school Principal, Mr. Burnside, will oversee the entire process.	$0.00
6	G3.B1.S1.A1	The AP in charge of attendance, along with the school social worker and school counselors, will make calls home, hold parent-student conferences, and when appropriate, will conduct home visits (social worker only) to students with excessive absences.	$0.00
		Total:	$0.00