Dunbar High School

2023-24

Schoolwide Improvement Plan (SIP)

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Dunbar High School

3800 E EDISON AVE, Fort Myers, FL 33916

http://dhs.leeschools.net/

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Dunbar High School will cultivate young individuals who will possess a conceptual understanding of local and global situations through inquiry and collaboration. With a focus on developing the holistic individual, Dunbar High School will promote the skills of communication, research, self-management, deep-thinking abilities, cultural awareness, and technological innovation to ignite students' passion for lifelong learning, achievement, and interpersonal relationship-building, preparing its students for success in global competition.

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Burnside, Carl	Principal	
Diamond, Christine	Assistant Principal	
Hause, Toni	Assistant Principal	
Hendrick, Brandon	Assistant Principal	
Rose, Amanda	Assistant Principal	
Woods, Tamika	Assistant Principal	
Griffin, Catherine	Instructional Coach	
Sanchez, Emily	Instructional Coach	
Stiffler, Donnie	Math Coach	
Loverock, Patricia	Reading Coach	
Spence, Denise	Instructional Technology	
Baisch, Gayle	Magnet Coordinator	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School-based stakeholders provided input on the development of the SIP during SIP meetings, while all others provided input during SAC.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Individual components of the SIP will be monitored weekly by subject area coaches and administrators assigned to each subject area through PLCs, classroom walkthroughs, and teacher coaching sessions. Specific emphasis will be placed on our student groups with the greatest achievement gap (ELL and SWD). Based on the progress made and data collected after district and state established progress monitoring assessments, the leadership team will provide input to revise our approach if necessary.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	22	47	50	33	49	51	36		
ELA Learning Gains				37			43		
ELA Lowest 25th Percentile				25			35		
Math Achievement*	27	34	38	31	33	38	29		
Math Learning Gains				44			29		
Math Lowest 25th Percentile				49			28		
Science Achievement*	32	54	64	43	35	40	39		
Social Studies Achievement*	43	58	66	56	40	48	46		
Middle School Acceleration					38	44			
Graduation Rate	85	84	89	92	49	61	97		
College and Career Acceleration	50	65	65	45	60	67	40		
ELP Progress	30	36	45	32			40		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	95
Graduation Rate	85

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	92

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	1
ELL	25	Yes	4	3
AMI				
ASN				
BLK	36	Yes	1	
HSP	39	Yes	1	
MUL	37	Yes	1	
PAC				
WHT	72			
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	30	Yes	3	2
AMI				
ASN	83			
BLK	42			
HSP	43			
MUL	48			
PAC				
WHT	65			
FRL	43			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	22			27			32	43		85	50	30
SWD	14			10			21	5		11	7	36
ELL	6			14			17	19		35	7	30
AMI												
ASN												
BLK	18			18			21	40		37	7	31
HSP	18			25			31	37		49	7	30
MUL	38			43			29				3	
PAC												
WHT	52			63			75	73		75	6	
FRL	19			24			29	39		42	7	31

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	33	37	25	31	44	49	43	56		92	45	32
SWD	11	38	26	18	27	26	20	44		98	16	50
ELL	8	24	22	17	40	45	15	22		83	18	32
AMI												
ASN	92	73										
BLK	30	34	27	25	36	42	40	54		95	40	
HSP	28	37	24	31	47	52	36	51		89	43	31
MUL	48	32		37	41					82		
PAC												
WHT	53	43		55	51		74	80		100	60	
FRL	29	36	28	28	43	49	39	53		93	43	36

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	36	43	35	29	29	28	39	46		97	40	40
SWD	11	32	28	14	23	33	12	34		91	19	
ELL	6	29	33	14	24	28	14	8		99	16	40
AMI												
ASN												
BLK	33	42	36	24	28	22	33	34		96	28	25
HSP	31	42	33	26	28	30	35	42		96	39	40
MUL	59	53		47	50							
PAC												
WHT	59	52		51	38		64	89		98	70	
FRL	30	38	32	24	26	24	33	41		96	35	42

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	31%	45%	-14%	50%	-19%
09	2023 - Spring	30%	46%	-16%	48%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	13%	39%	-26%	50%	-37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	43%	-10%	48%	-15%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	50%	-22%	63%	-35%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	54%	-19%	63%	-28%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math had the lowest performance with 31% of students showing proficiency; although this percent of proficiency remained the same from the prior year. Student prior proficiency levels contributed to the results.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

US History showed the greatest decline from the prior year with a difference of 15% (56% in 2022, 41% in 2023). The 2023 cohort included fewer proficient readers than the year prior (27% of the 2023 cohort were proficient readers, whereas 36% of the 2022 cohort were proficient readers). Another possible contribution was a change in personnel, including a first-year teacher on the US History team.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Biology had the greatest gap when compared to the state average with a difference of 16.25% (DHS - 32%; state grades 9-12 - 48.25%). The 2023 cohort included fewer proficient readers than the year prior (26% of the 2023 cohort were proficient readers, whereas 39% of the 2022 cohort were proficient readers). During the 22-23 school year, all 9th and 10th grade students were enrolled in Biology. Prior, non-proficient students completed Biology during 10th grade, which allowed 9th grade for student reading levels to improve and for the acquisition of additional science background knowledge. Our science scores dropped 11%, which could be due to 9th grade students not having the additional year of instruction prior to taking Biology.

Which data component showed the most improvement? What new actions did your school take in this area?

English showed the most improvement with an increase of 2% (33% in 2022, 35% in 2023). For the first time during the 22-23 school year, common grade level English and Reading teachers participated in PLC time together. Based on data collected from English classes, Reading teachers implemented remedial lessons to improve student mastery of standards. Teachers also discussed instructional methods that were beneficial towards student growth. The collaboration allowed teachers to create more targeted lessons specifically towards student needs to maximize class time. The Reading Coach also supported students close to proficiency with push in and pull out lessons.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is a concern across the grade levels (40% of 9th grade, 44% of 10th grade, and 39% of 11th grade students all exhibited attendance below 90%). Another concern is the percentage of Level 1 students on the ELA state assessment across the grade levels, which may prove a challenge while ensuring students earn concordant scores to meet graduation requirements (47% of 9th grade, 48% of 10th grade, and 52% of 11th grade students).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities include (1) 9th grade cohort tracking, encouraging 9th grade students to be on track for graduation; (2) improving 10th grade ELA proficiency; and (3) improving the graduation rate. Within these focus areas, we will also work to close the gap with ESSA subgroups of Students with Disabilities and English Language Learners.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Dunbar High School will focus on improving the percentage of 9th grade students who are on track to graduate by the end of the 23-24 school year by creating a positive culture and environment for which they can thrive. Based on EWS data reviewed, 40% of 9th grade students had attendance below 90%, which can potentially result in lower academic achievement. Likewise, 47% of 9th grade students achieved a Level 1 on the ELA state assessment and 31% a Level 1 on the Math state assessment. 24% of 9th grade students had one or more suspensions. Improved achievement in 9th grade should result in greater student success throughout the remaining three years of high school. Instead of working to get students "back on track" in later years of high school, the focus is to "keep (students) on track" in a proactive fashion.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 23-24 school year, 74% of 9th grade students will be on track to graduate as measured by early warning systems data. This is a 10% increase from the prior year, whereas 36% of students showed two or more EWS indicators.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

At the start of the year, using students' 8th grade data, Dunbar High School staff will identify "at risk" students and monitor grades and attendance weekly to encourage no decline in academic performance. Staff will contact parents to notify of student performance. Throughout the year, staff will also monitor all 9th grade students' attendance and grades, contacting parents at early stages of declined performance and offering interventions such as tutoring or other resources related to environmental factors proactively before a student falls far behind. Additional monitoring attention and parent contact will be provided to ELL students by our ESOL compliance teacher and SWD by our ESE team.

Person responsible for monitoring outcome:

Tamika Woods (tamikaw@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Dunbar High School will create a welcoming environment for 9th grade students by hosting a 9th grade orientation prior to school starting. The first week of school, 9th grade students will learn about high school, graduation requirements, and the importance of grades and attendance. Students will also learn about resources and important individuals who can offer support for their various needs. Dunbar High School will build a positive culture and encourage student success through our STRIPES (Success, Tradition, Respect, Integrity, Positivity, Engagement, Safety) program and its associated initiatives. Additionally, 9th grade students will set and monitor personal goals in courses such as JROTC, HOPE, and AVID. Dunbar High School will also assign specific staff members to monitor 9th grade students' attendance and grades on a weekly basis and reach out to parents with progress updates.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By providing a strong informational foundation with orientation activities at the start of school, students will likely feel more comfortable seeking assistance when needed. 9th grade students who are well informed about high school, graduation requirements, and the importance of grades and attendance have the

potential to take their learning more seriously from the start. Goal setting and character education such as STRIPES have the potential to help students buy in and take ownership of their education. Assigning staff members to monitoring student progress weekly and contact families will create a partnership and additional support for students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop a strong initiation for 9th grade students so they feel comfortable asking for support and so they are informed about high school, supports available, graduation requirements, and the importance of grades and attendance

Person Responsible: Tamika Woods (tamikaw@leeschools.net)

By When: August 31

Continue building a positive environment that rewards students for desirable behaviors and student success through our STRIPES program and associated initiatives

Person Responsible: Brandon Hendrick (brandonjh@leeschools.net)

By When: ongoing; introduction to STRIPES and first events by August 31

Develop effective goal-setting and monitoring systems for JROTC, HOPE, and AVID classes

Person Responsible: Christine Diamond (christinemdi@leeschools.net)

By When: Goals set in August; monitored ongoing

Develop a process to monitor and track 9th grade student attendance, grades, parent contact, and the impact of interventions; The system will be two-pronged: (1) identification of at-risk students from middle school who we can support early on and (2) identification of students who performed well in middle school who may be struggling in high school for which an early intervention will benefit

Person Responsible: Amanda Rose (amandalr@leeschools.net)

By When: August 31

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

10th grade ELA proficiency was identified as a crucial need because it is a graduation requirement; and currently, students are performing at approximately 35% proficiency, which is 14% lower than the state average.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 23-24 school year, Dunbar High School will raise 10th grade ELA proficiency by 4%, as measured by student scores on the May FAST.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

10th grade ELA proficiency will be monitored by an administrator through PLC presence; classroom walkthroughs; lesson plan review; and student data on state, district, and school-created assessments.

Person responsible for monitoring outcome:

Christine Diamond (christinemdi@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

10th grade English and Reading teachers will collaborate through PLC and other common planning time. Based on data collected in English classes, Reading teachers will implement remedial lessons to improve student mastery of standards. Teachers will collaborate about instructional methods that are beneficial towards student growth, including strategies from The New Art and Science of Teaching. The Reading Coach will also support students close to proficiency with push in and pull out lessons. Additional monitoring attention and parent contact will be provided to ELL students by our ESOL compliance teacher and SWD by our ESE team, who will also provide parents resources for support.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The collaboration will allow teachers to create more targeted lessons specifically towards student needs to maximize class time. Small group and individualized instruction provided by the Reading Coach will support student mastery of skill and promote success on the FAST. Additional attention towards under performing subgroups (ELL and SWD) will ensure they have support needed to increase chances of success.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Build teams of teachers who work well together and structures that allow the time collaborate

Person Responsible: Amanda Rose (amandalr@leeschools.net)

By When: August 10

Build data tracking tools for teachers to understand individual student progress on specific skills and to know who and what to target with instruction

Person Responsible: Patricia Loverock (patriciael@leeschools.net)

By When: ongoing

Build methods of teaching important skills and benchmarks that promote student mastery

Person Responsible: Christine Diamond (christinemdi@leeschools.net)

By When: Ongoing

Build teacher skill through implementation of Marzano's New Art and Science of teaching; continue training throughout the year, monitor implementation of strategies, and provide ongoing feedback to keep an open dialogue

Person Responsible: Amanda Rose (amandalr@leeschools.net)

By When: ongoing

#3. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Dunbar High School's graduation rate dropped 7% from 92% to 85%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Dunbar High School will raise the 23-24 graduation rate 4%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The graduation team including counselors, administrators, social worker, and senior teachers, will maintain and update our local Graduation Tracker (using the district Graduation Tracker) with all senior data and report results bi-monthly during first semester and weekly second semester. As graduation approaches, data will be reviewed by this team daily.

Person responsible for monitoring outcome:

Amanda Rose (amandalr@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Counselors and administrators will have one-on-one meetings with seniors in an ongoing fashion. Counselors will create senior contracts with detailed academic review at the start of the year for every senior and the start of semester 2 for the highest at-risk students. Counselors will enroll students in credit recovery to make up missing credits and replace low grades. Students will be strategically scheduled in courses to promote their earning of concordant SAT/ACT scores for math and reading, including ELL students and SWD who can meet alternative graduation requirements. Counselors and administrators will refer students to the Social Worker for environmental factors we can support. Counselors, administrators, teachers, and Social Worker will contact parents via phone and letter regarding grades, attendance, and unmet graduation requirements.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Targeted and individualized meetings with students will allow them to create plans to achieve graduation requirements. A team approach with counselors, Social Worker, administrators, teachers, and parents will provide many levels of support for seniors.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Analyze senior data in the Graduation Tracker to determine targeted students and individualized plans to meet graduation requirements

Person Responsible: Amanda Rose (amandalr@leeschools.net)

By When: August 10; ongoing

Develop a plan for communication with all stakeholders regarding student progress towards meeting graduation requirements

Person Responsible: Deedra Rosa (deedralr@leeschools.net)

By When: August 10; communication ongoing

Strategically schedule seniors to maximize their support and chances of meeting requirements

Person Responsible: Amanda Rose (amandalr@leeschools.net)

By When: August 10

Develop and support interventions such as tutoring, credit recovery support, and action planning, that can be periodically employed for students in various at-risk situations (GPA, deficiency in credits, test scores, etc.)

Person Responsible: Amanda Rose (amandalr@leeschools.net)

By When: ongoing

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities (SWD) are achieving at 34% and English Language Learners (ELL) are achieving at 30%, both below the state's benchmark of 41%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 23-24 school year, SWD and ELL student sub-groups will improve performance in tested areas by 4% each.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

ESE case managers will track SWD progress in tested areas by checking grades and attendance weekly and communicating with teachers when necessary. The ESOL compliance teacher will monitor ELL student progress in tested areas by checking grades and attendance quarterly and communicating with teachers when necessary. The grades, attendance, and behavior of ELL students who are new to the country within two years will be monitored additionally through the International Center teacher weekly PLC. Administrators over discipline will monitor the behavior of these students by reviewing referrals and through classroom observations. Attendance will be monitored by the Social Worker, and calls and home visits will be made on an ongoing basis.

Person responsible for monitoring outcome:

Brandon Hendrick (brandonjh@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

SWD and ELL students will be placed in courses aligned to teacher strength and with teachers who are strong at building positive relationships. Their schedules will include courses targeted to their needs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers have been found to have the greatest influence on student success.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professionally develop teachers using the New Art and Science of Teaching to increase their teaching capacity and add tools for increasing student achievement and building positive relationships

Person Responsible: Amanda Rose (amandalr@leeschools.net)

By When: August 9; ongoing

Build STRIPES program and initiatives for positive behavior support and encourage an environment in which students want to come to school and demonstrate their STRIPES

Person Responsible: Brandon Hendrick (brandonjh@leeschools.net)

By When: first initiative August; ongoing

Develop a sustainable system to track attendance and monitor impact of interventions such as parent contact

Person Responsible: Toni Hause (tonilha@leeschools.net)

By When: August 31; monitor ongoing

Develop a sustainable system to track discipline infractions and monitor impact of interventions implemented from the Code of Conduct

Person Responsible: Tamika Woods (tamikaw@leeschools.net)

By When: August 31; ongoing

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The School District of Lee County follows all state and federal guidelines when allocating funding to schools. The schools are budgeted in multi-faceted methods based on the student needs. Initially the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, % of ESE students for academic support and for funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans as appropriate there is a requirement to address ESSA student groups through high quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department. Ongoing monitoring of student data and underperforming subgroups is provided through monthly visits and data chats by principal supervisors.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Dunbar High School will follow the district protocol:
(1) School Improvement Plans (SIPs) must be created and managed using the Florida CIMS website. This will allow for our completed SIPs to be made available publicly, and parents can request a copy

from the school's front office in their preferred language after publication approval.
(2) On August 9, 2023, schools must have SIPs reviewed by Academic Services & Title I Departments.
(3) On or before October 6, 2023, School Advisory Council (SAC) must present, review, and request feedback on the SIP and budget. The meeting minutes will be uploaded into the school's Title I Crate (web-based site) and FY24 School document folder in the Google Team Drive.
(4) On October 17, 2023, the Lee County School Board will approve publication and dissemination.
(5) Schools must review Annual School Improvement Assurances, complete and submit School Advisory Council Membership List 2023-2024, complete and submit School Advisory Council 2022-2023 Nomination and Election Process Verification on or before November 1, 2023, in the Google Drive FY24 School Document Folder.

https://dhs.leeschools.net/cms/One.aspx?portalId=693172&pageId=909739

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Dunbar High School recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/barriers of our parents, the Parent and Family Educational Plan (PFEP) team analyzes the current building capacity activities, compares participation numbers, and addresses the barriers that limit parent participation. These barriers include lack of transportation and inability to leave work, among other difficulties with the current economic conditions. In addition, since we are a Title I school, we complete the Florida DOE template for the PFEP. School data is reported to the district to become a part of the District PFEP Evaluation and goal setting process. Our baseline data sources include parent workshop and training evaluations, sign-in sheets, attendance and volunteer logs, parent surveys, and the Title I Crate, for examples. This information becomes the guiding force to annual evaluation and improvement of the school's parent involvement program to enhance student achievement for the upcoming school year. The PFEP will be a principal element of the review process for each school in gathering data at the end of the year as the schools complete their SIP Comprehensive Needs Analysis in preparation for revising School Improvement Plans.
Additionally, Dunbar High School plans to build positive relationships with parents and families with open communication and easy access to information through open houses, quarterly parent events, and quarterly mailed and emailed newsletters. Teachers are also required to have direct communication with parents regarding student academic progress and classroom behavior. Finally, the school has a Business Advisory Council comprised of community stakeholders who meet monthly to discuss partnerships and opportunities to support students.

Family Engagement Plan: https://dhs.leeschools.net/cms/One.aspx?portalId=693172&pageId=33881924

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Dunbar High School plans to strengthen the academic program and increase the amount and quality of learning time through 9th grade cohort tracking and focusing on 10th grade ELA proficiency, graduation rate, and under performing ESSA subgroups (SWD, ELL). See details in the Area of Focus section. The school will welcome a number of highly qualified new personnel for the upcoming school year. The school will continue to train teachers on research-based strategies such as Marzano's New Art and Science of Teaching, to ensure high-quality instruction. The school will provide an enriched and accelerated curriculum through advanced course options such as AP, AICE, and IB, as well as

opportunities for Career and Technical Education courses in the STEM field that can award students college credit and/or certifications in Adobe and Microsoft, for example.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

District general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include tutorials in reading and math, health services, and literacy workshops for parents due to the coordination of these funds.
Periodic district-level meetings with managers of all programs funded under ESEA also open lines of communication and encourage cooperation between programs to align with student academic success.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. To improve students' skills outside academic subject areas, the administrative team at Dunbar High School implemented the STRIPES (Success, Tradition, Respect, Integrity, Positivity, Engagement, Safety) program, which continues to increase student involvement and awareness of the positive expectations at DHS that carry into students' post-secondary goals.
The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. Supports provided range from school check-ins, school-based mental health counseling, as well as a referral pathway to outside mental health services.
The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics.
The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Prior to and upon entering Dunbar High School, students are informed about our world-class Career and Technical Education STEM program. This program creates a specialized learning community within the

school. Students complete team designed projects. Partnerships with the business community provide academy students the opportunity to participate in field trips, internships, and on-the-job training. Dunbar High School offers Microsoft, Adobe Autodesk 3D Studio Max Design Associate, and Adobe certification programs, for example. Students can also participate in Biomedical, Engineering, or Cybersecurity Project Lead the Way, which is project-based learning that can allow college credit upon successful completion.

Dunbar High School also offers students the AVID (Advancement Via Individual Determination) program, which is an in-school academic support program that prepares students for college eligibility and success by placing academically average students in advanced classes with extra support. Students are enrolled in a rigorous curriculum that includes honors and Advanced Placement classes, but also in the AVID elective. For one period each day, students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivation.

Additionally, we offer both the IB Diploma Program and the IB Career-related Program, which afford students opportunity to earn postsecondary credit while still in high school. Successful completion of the IB Program earns the student a diploma recognized for university admission throughout the world and for course credit and academic placement at 1,000 leading colleges and universities in the US. The curricula incorporate standards that assume an elevated level of achievement during the prior years. A pre-IB curriculum for 9th and 10th grades has been developed to prepare students for the IB courses they can earn in the 11th and 12th grades.

In addition to the programs listed above, students can also choose to take AP, AICE, and Dual Enrollment courses to earn college credit.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District-level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes

Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS). All schools are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/ rewards, data collection and analysis, and ongoing professional development. At Dunbar High School, this occurs through our STRIPES program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.

All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team who utilizes the Response to Intervention (RtI) process in examining individual student data to identify those who may need additional behavior support beyond the universal PBIS/PBS approach and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

Each school has a designated Intervention Specialist who facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel with the implementation of behavioral interventions and

data collection, as well as serve as the primary contact for families with students receiving interventions. In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in weekly PLCs with their common subject areas to track data and determine instructional methods to support student success in mastering standards. Teachers are also offered monthly training and coaching opportunities with our Peer Collaborative Teachers on various relevant topics, including SIOP and Marzano's New Art and Science of Teaching, for examples.
The district's Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.
Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject-area training for adopted texts.
Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development and Peer Collaborative Teachers (PCTs) will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom teachers.
To retain teachers, support is offered by administrators, department heads, and instructional coaches for academics and behavior, among other aspects for which teachers need assistance. Additionally, administrators and SGA sponsor morale-boosting activities including staff meals, monthly birthday celebrations, and Very Important Tiger appreciation awards.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not applicable.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Graduation: Graduation	$0.00

4	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No