

Dunbar High School



2014-15 School Improvement Plan

Dunbar High School

3800 E EDISON AVE, Fort Myers, FL 33916

<http://dhs.leeschools.net/>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

81%

Alternative/ESE Center

No

Charter School

No

Minority

82%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	A

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 with a grade of F within the prior two years. 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>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

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 Environment

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.

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. We always make ourselves readily available to act upon any situation that makes any student uncomfortable in this place of learning. During our walk-throughs, class transitions, and cafeteria duty, our 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 of any pending matter.

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.

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. We also have a Salus Care member on staff that can further assist students that require more in-depth counseling for extenuating circumstances.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

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.

Title I/SAC Meeting:

Presentation of the Academic Plan Discussion regarding its implementation. Parents are given the opportunity to provide input into the School Improvement activities and expenditure of School Improvement funds.

Parents are given the opportunity to provide input into the School Improvement activities and expenditure of School Improvement funds.

Notify parents about school functions, when students are absent, tardy, suspended, etc.:

Provide training to parents on how to use ParentLink.

Increase communication with parents; provide updates on school functions in multiple languages.
Host an AVID parent night during the school year.

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.

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).

School Leadership Team

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
Biggar, Andrew	Assistant Principal
Hause, Toni	Assistant Principal
Walker, Forrest	Assistant Principal

Duties

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 once per week for 2 hours after school 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 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.

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-DP, 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 is also maintained.

The SLT meets once per week for 2 hours after school, and although the items listed in this section are not the sole focus of each meeting, they are touched upon as needed.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Karen Hellman	Parent
Joe Harmer	Teacher
Tara Tomlinson	Teacher
Carl Burnside	Principal
John Spence	Business/Community
Geraldine Maldonado	Education Support Employee
Nohora Robayo	Education Support Employee
Fabian Rodriguez	Student
Erik Leal	Student
Joel Leal	Parent
Carey Fells	Parent
Claudette Sutherland	Parent
Mireya Rodriguez	Parent
Sonia Wallace	Parent
Virginia Vigne	Parent
Wanda Noel	Parent
Melissa Bednarek	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The 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.

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.

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.

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 \$990 spent on a three year license of LanSchool software. This was SAC approved at a meeting held on September 30, 2013.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Burnside, Carl	Principal
Loverock, Patricia	Instructional Coach
Baisch, Gayle	Teacher, K-12
Bartran, Mary	Teacher, K-12
Borstelman, Tia	Teacher, K-12
Cox-McCaffrey, Cebel	Teacher, K-12
Hart, Nina	Teacher, K-12
Hyder, Audrey	Teacher, K-12
Klausing, Jill	Teacher, K-12
Simpson, Mary	Teacher, K-12
Vona, Maria	Teacher, K-12
Ward, Kim	Other

Duties

Describe how the LLT promotes literacy within the school

- Members will become knowledgeable in the use of the following data gathering sources:
- Performance Matters
- In-Class Formative Assessments
- 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 writing plan will be implemented under the leadership of the LLT.

Public and Collaborative Teaching

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

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

The administrative team has established ten Professional Learning Communities (PLCs) that meet 6 times per quarter. Most PLCs are department-specific; however, several different electives meet as one group. In addition, the Reading and English Language Arts PLCs meet together once a month. During a PLC meeting, there is time allotted for teachers who teach the same subject to meet in smaller groups for planning purposes (ex: Within the Social Studies PLC, the U.S. History teachers spend part of the PLC time planning and sharing ideas with one another). 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?

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 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.

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. The pairings are as follows with the new teacher listed first and the mentor listed second:

1. Irving, LeRoy – Metz, Laurie
2. Bolden, Xavier – Baisch, Gayle
3. Duluk, Christopher – Tomlinson, Tara
4. Rayner, MaLaisha – Carter, Heather
5. Stollar II, Archie – Tomlinson, Tara
6. Lear, Brad – Rosa, Deedra
7. Lloyd, William – Gallon, Justin
8. Hall, Broderick – Webb, Cynthia

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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 mechanisms are implemented for students struggling to master concepts while enrichment activities are provided to those that have reached mastery.

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

Student Transition and Readiness

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).

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 two day 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!"

College and Career Readiness

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 Introduction to Information and 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 offers students a Critical Thinking and Study Skills Course to assist them in college readiness.
5. Dunbar is an AVID school. Students involved in the AVID program research careers and colleges/technical institutes during their AVID period.

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 Game Design (AGE)
4. Academy of Engineering Excellence (AEE) via Project Lead the Way (PLTW)
5. Academy of Biomedical Excellence (ABE) via Project Lead the Way (PLTW)

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.

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. These courses are:

1. Mathematics for College Readiness
2. English 4 College Prep
3. Critical Thinking and Study Skills

Additionally, after school tutoring in these areas is provided.

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. Increase student achievement gains school-wide by focusing on teaching and learning.

Strategic Goals Detail

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning. 1a

G040177

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	75.0
Attendance rate	93.6
Bio I EOC Pass	55.0
Math Gains	66.0
ELA/Reading Gains	59.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	62.0

Resources Available to Support the Goal 2

- TIF (Teacher Incentive Fund) teacher positions
- Teachers (whole faculty)
- Wealth of available data
- Administrative support
- PLCs (Professional Learning Communities)
- Technology Tools
- Supplemental Materials
- Title I Funds
- Extracurricular Activities

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge related to successful PLC implementation
- Time
- Attendance
- Lack of knowledge of AVID strategies and subsequent use in the classroom for many current faculty members

Plan to Monitor Progress Toward G1. 8

Graduation data, school wide attendance data, baseline, midyear, and end-of-year assessment data, along with common formative assessment data generated by PLCs will all be collected, reviewed, and analyzed in order to ensure student achievement gains increase as a result of a focus on teaching and learning.

Person Responsible

Carl Burnside

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Data results mentioned above.

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. Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G040177

G1.B1 Lack of teacher knowledge related to successful PLC implementation **2**

 B097091

G1.B1.S1 Continue PLC professional development initiatives **4**

 S108301

Strategy Rationale

A major series of training opportunities related to successfully PLC organization and operation were conducted during the first few days teachers were back to school (August 2014). This led to each PLC beginning their planning for common instructional strategies, common formative assessment implementation, and an action plan to deploy based upon the results.

Action Step 1 **5**

Detailed PLC training was delivered during pre-school meetings and will continue throughout the year.

Person Responsible

Matt Miller

Schedule

Weekly, from 8/4/2014 to 6/1/2015

Evidence of Completion

The APC (Matt Miller) as well as the entire school leadership team will attend PLC meetings and report progress back to the school leadership team as a whole.

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

School leadership team attendance and reporting of PLC work each week.

Person Responsible

Carl Burnside

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Minutes from weekly PLC meetings.

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

The school leadership team will monitor the results of common formative assessments, the action plan based upon results, and the continued mastery of standards as part of the PLC process.

Person Responsible

Carl Burnside

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Data reporting during weekly PLC meetings.

G1.B1.S2 Administrative oversight and support of PLCs. 4

S108302

Strategy Rationale

Each administrator has been assigned a small group of PLCs with which to work on a weekly basis. Coaching opportunities will present themselves during this interaction. Also, each administrator will report back to the entire administrative group each Wednesday on the work of their PLC(s) the previous Monday.

Action Step 1 5

Assist each PLC with maintaining a focus on the 4 Critical PLC questions via email reminders along with the provision of resources.

Person Responsible

Matt Miller

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Review of PLC-generated common formative assessments as well as action plans based upon results.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

School leadership team attendance and reporting of PLC work each week.

Person Responsible

Carl Burnside

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Minutes from weekly PLC meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The school leadership team will monitor the results of common formative assessments, the action plan based upon results, and the continued mastery of standards as part of the PLC process.

Person Responsible

Carl Burnside

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Data reporting during weekly PLC meetings.

G1.B2 Time 2

 B097092

G1.B2.S1 PLC meeting time from 1:50 - 2:50 on Monday afternoon was created. Additionally, common planning periods were built into the master schedule where possible for PLC members. 4

 S115087

Strategy Rationale

For teachers, time is perhaps the most precious resource. Therefore, we must utilize any available means of allowing teacher teams to work together in a collaborative manner.

Action Step 1 5

Under the direction of the Principal, the school leadership team, with the agreement of the teachers, extended the work day on Monday and shortened the work day on Friday of each week to allow for an hour long PLC meeting for all teachers each Monday from 1:50 - 2:50 pm.

Person Responsible

Carl Burnside

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Minutes of each weekly PLC meeting.

Action Step 2 5

Where possible, common planning periods for various PLC members were built into the master schedule by the APC.

Person Responsible

Matt Miller

Schedule

Evidence of Completion

The master schedule serves as evidence of this action step.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teacher attendance at weekly PLC meetings.

Person Responsible

Carl Burnside

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

PLC attendance records.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Weekly PLC minutes and PLC-generated products will be reviewed by the school leadership team to ensure the time created is spent productively and effectively.

Person Responsible

Carl Burnside

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Weekly PLC minutes, PLC-generated products, and common formative assessment data.

G1.B3 Attendance 2

 B097093

G1.B3.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 in an effort to increase the DHS attendance rate. 4

 S115121

Strategy Rationale

Achievement in the classroom cannot occur if students are absent.

Action Step 1 5

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

Person Responsible

Andrew Biggar

Schedule

Evidence of Completion

Contact logs as well as attendance records.

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

The building Principal will oversee this work.

Person Responsible

Carl Burnside

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Attendance data as well as contact logs.

Plan to Monitor Effectiveness of Implementation of G1.B3.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 8/18/2014 to 6/1/2015

Evidence of Completion

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

G1.B8 Lack of knowledge of AVID strategies and subsequent use in the classroom for many current faculty members 2

 B097099

G1.B8.S1 AVID Site Team presents AVID strategies (WICOR) during faculty meetings/presentations. 4

 S108304

Strategy Rationale

This will increase the comfort level of teachers concerning these strategies and will lead to more frequent use of them in the classroom.

Action Step 1 5

Modeling of AVID best practice strategies. Involvement of entire staff.

Person Responsible

Carl Falk

Schedule

Monthly, from 9/22/2014 to 5/18/2015

Evidence of Completion

Administrative observation and use of strategies in the classroom

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

School leadership team scheduling of faculty meetings and oversight of training delivery.

Person Responsible

Matt Miller

Schedule

Monthly, from 8/25/2014 to 5/18/2015

Evidence of Completion

Administrative observation of AVID strategies (WICOR) in use in the classroom.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Increased student engagement in learning activities through use of AVID strategies (WICOR).

Person Responsible

Carl Burnside

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Classroom walkthroughs and formal observations

G1.B8.S2 The school leadership team (administration) along with the AVID Site Team will publicly recognize any/all teachers that implement AVID strategies into their instruction. 4

 S117565

Strategy Rationale

This will raise the profile of the use of AVID strategies and reduce the barriers to implementation that some teachers might perceive.

Action Step 1 5

Teachers implementing AVID strategies will receive certificates of recognition, as well as public kudos at faculty meetings. Occasionally, and when it will not disrupt the learning environment, a recognition in the classroom in front of students will occur.

Person Responsible

Carl Falk

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

The school leadership team will monitor the implementation of AVID strategies via classroom walk throughs.

Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

The school leadership team will work with the AVID coordinator to ensure these public recognition activities occur.

Person Responsible

Matt Miller

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

A record of these recognition activities will be kept by the AVID coordinator and APC.

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 7

The APC will oversee and support the AVID coordinator and AVID Site Team with these public recognition activities.

Person Responsible

Matt Miller

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

A log of activities, as part of monthly meetings and discussion, will be reviewed by the AVID Site Team and APC.

G1.B8.S3 Dunbar High School will continue to identify and train teachers that have not yet been to the AVID Summer Institute. 4

 S127093

Strategy Rationale

This will allow teachers that are not yet comfortable with AVID strategies or the overall philosophy of AVID to develop professionally and will push Dunbar High School closer to the tipping point of full faculty commitment to AVID.

Action Step 1 5

Teachers will be identified for participation in the AVID Summer Institute.

Person Responsible

Carl Burnside

Schedule

Evidence of Completion

Registration of teachers at the AVID Summer Institute

Plan to Monitor Fidelity of Implementation of G1.B8.S3 6

Teachers that attend the AVID Summer Institute are expected to implement AVID strategies and fully commit to the school-wide success of AVID at DHS.

Person Responsible

Carl Burnside

Schedule

Daily, from 8/18/2014 to 6/9/2015

Evidence of Completion

Classroom walkthroughs as well as formal observations by the school leadership team.

Plan to Monitor Effectiveness of Implementation of G1.B8.S3 7

The school leadership team will monitor the fidelity of the implementation of AVID strategies and student achievement results will be reviewed in order to determine learning gains.

Person Responsible

Carl Burnside

Schedule

Monthly, from 8/18/2014 to 6/9/2015

Evidence of Completion

Classroom walkthroughs and formal observations by the school leadership team as well as student achievement results.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Assist each PLC with maintaining a focus on the 4 Critical PLC questions via email reminders along with the provision of resources.	Miller, Matt	8/25/2014	Review of PLC-generated common formative assessments as well as action plans based upon results.	6/1/2015 weekly
G1.B8.S1.A1	Modeling of AVID best practice strategies. Involvement of entire staff.	Falk, Carl	9/22/2014	Administrative observation and use of strategies in the classroom	5/18/2015 monthly
G1.B1.S1.A1	Detailed PLC training was delivered during pre-school meetings and will continue throughout the year.	Miller, Matt	8/4/2014	The APC (Matt Miller) as well as the entire school leadership team will attend PLC meetings and report progress back to the school leadership team as a whole.	6/1/2015 weekly
G1.B2.S1.A1	Under the direction of the Principal, the school leadership team, with the	Burnside, Carl	8/25/2014	Minutes of each weekly PLC meeting.	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	agreement of the teachers, extended the work day on Monday and shortened the work day on Friday of each week to allow for an hour long PLC meeting for all teachers each Monday from 1:50 - 2:50 pm.				
G1.B3.S1.A1	The AP in charge of attendance, along with the school social worker will make calls home, hold parent-student-social worker meetings, and, when appropriate, will conduct home visits to students with excessive absences.	Biggar, Andrew	Contact logs as well as attendance records.	one-time	
G1.B8.S2.A1	Teachers implementing AVID strategies will receive certificates of recognition, as well as public kudos at faculty meetings. Occasionally, and when it will not disrupt the learning environment, a recognition in the classroom in front of students will occur.	Falk, Carl	8/18/2014	The school leadership team will monitor the implementation of AVID strategies via classroom walk throughs.	6/1/2015 weekly
G1.B8.S3.A1	Teachers will be identified for participation in the AVID Summer Institute.	Burnside, Carl	3/4/2015	Registration of teachers at the AVID Summer Institute	one-time
G1.B2.S1.A2	Where possible, common planning periods for various PLC members were built into the master schedule by the APC.	Miller, Matt	7/31/2014	The master schedule serves as evidence of this action step.	one-time
G1.MA1	Graduation data, school wide attendance data, baseline, midyear, and end-of-year assessment data, along with common formative assessment data generated by PLCs will all be collected, reviewed, and analyzed in order to ensure student achievement gains increase as a result of a focus on teaching and learning.	Burnside, Carl	8/18/2014	Data results mentioned above.	6/1/2015 weekly
G1.B1.S1.MA1	The school leadership team will monitor the results of common formative assessments, the action plan based upon results, and the continued mastery of standards as part of the PLC process.	Burnside, Carl	8/25/2014	Data reporting during weekly PLC meetings.	6/1/2015 weekly
G1.B1.S1.MA1	School leadership team attendance and reporting of PLC work each week.	Burnside, Carl	8/25/2014	Minutes from weekly PLC meetings.	6/1/2015 weekly
G1.B8.S1.MA1	Increased student engagement in learning activities through use of AVID strategies (WICOR).	Burnside, Carl	8/25/2014	Classroom walkthroughs and formal observations	6/1/2015 weekly
G1.B8.S1.MA1	School leadership team scheduling of faculty meetings and oversight of training delivery.	Miller, Matt	8/25/2014	Administrative observation of AVID strategies (WICOR) in use in the classroom.	5/18/2015 monthly
G1.B2.S1.MA1	Weekly PLC minutes and PLC-generated products will be reviewed by the school leadership team to ensure the time created is spent productively and effectively.	Burnside, Carl	8/25/2014	Weekly PLC minutes, PLC-generated products, and common formative assessment data.	6/1/2015 weekly
G1.B2.S1.MA1	Teacher attendance at weekly PLC meetings.	Burnside, Carl	8/25/2014	PLC attendance records.	6/1/2015 weekly
G1.B3.S1.MA1	The building Principal will review attendance data over a period of time looking for attendance rate improvement.	Burnside, Carl	8/18/2014	School-wide attendance data will be reviewed for positive trends in attendance rates.	6/1/2015 monthly
G1.B3.S1.MA1	The building Principal will oversee this work.	Burnside, Carl	8/18/2014	Attendance data as well as contact logs.	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	The school leadership team will monitor the results of common formative assessments, the action plan based upon results, and the continued mastery of standards as part of the PLC process.	Burnside, Carl	8/25/2014	Data reporting during weekly PLC meetings.	6/1/2015 weekly
G1.B1.S2.MA1	School leadership team attendance and reporting of PLC work each week.	Burnside, Carl	8/25/2014	Minutes from weekly PLC meetings.	6/1/2015 weekly
G1.B8.S2.MA1	The APC will oversee and support the AVID coordinator and AVID Site Team with these public recognition activities.	Miller, Matt	8/18/2014	A log of activities, as part of monthly meetings and discussion, will be reviewed by the AVID Site Team and APC.	6/1/2015 weekly
G1.B8.S2.MA1	The school leadership team will work with the AVID coordinator to ensure these public recognition activities occur.	Miller, Matt	8/18/2014	A record of these recognition activities will be kept by the AVID coordinator and APC.	6/1/2015 weekly
G1.B8.S3.MA1	The school leadership team will monitor the fidelity of the implementation of AVID strategies and student achievement results will be reviewed in order to determine learning gains.	Burnside, Carl	8/18/2014	Classroom walkthroughs and formal observations by the school leadership team as well as student achievement results.	6/9/2015 monthly
G1.B8.S3.MA1	Teachers that attend the AVID Summer Institute are expected to implement AVID strategies and fully commit to the school-wide success of AVID at DHS.	Burnside, Carl	8/18/2014	Classroom walkthroughs as well as formal observations by the school leadership team.	6/9/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Lack of teacher knowledge related to successful PLC implementation

G1.B1.S1 Continue PLC professional development initiatives

PD Opportunity 1

Detailed PLC training was delivered during pre-school meetings and will continue throughout the year.

Facilitator

Matt Miller, Catherine Griffin, Justin Gallon, Phillip Savage

Participants

All DHS teachers and administrators

Schedule

Weekly, from 8/4/2014 to 6/1/2015

G1.B8 Lack of knowledge of AVID strategies and subsequent use in the classroom for many current faculty members

G1.B8.S1 AVID Site Team presents AVID strategies (WICOR) during faculty meetings/presentations.

PD Opportunity 1

Modeling of AVID best practice strategies. Involvement of entire staff.

Facilitator

AVID Site Team under the leadership of the AVID coordinator

Participants

Faculty

Schedule

Monthly, from 9/22/2014 to 5/18/2015

G1.B8.S3 Dunbar High School will continue to identify and train teachers that have not yet been to the AVID Summer Institute.

PD Opportunity 1

Teachers will be identified for participation in the AVID Summer Institute.

Facilitator

AVID Summer Institute Staff

Participants

DHS Teachers sent to the AVID Summer Institute

Schedule

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.	25,200
Grand Total	25,200

Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.

Description	Source	Total
B8.S2.A1 - Materials needed to produce certificates of recognition to support the implementation of AVID strategies in the classroom.	School Improvement Funds	200
B8.S3.A1 - Title I funds were used to train a large portion of the DHS teaching staff in July of 2014 at the AVID Summer Institute.	Title I Part A	25,000
Total Goal 1		25,200