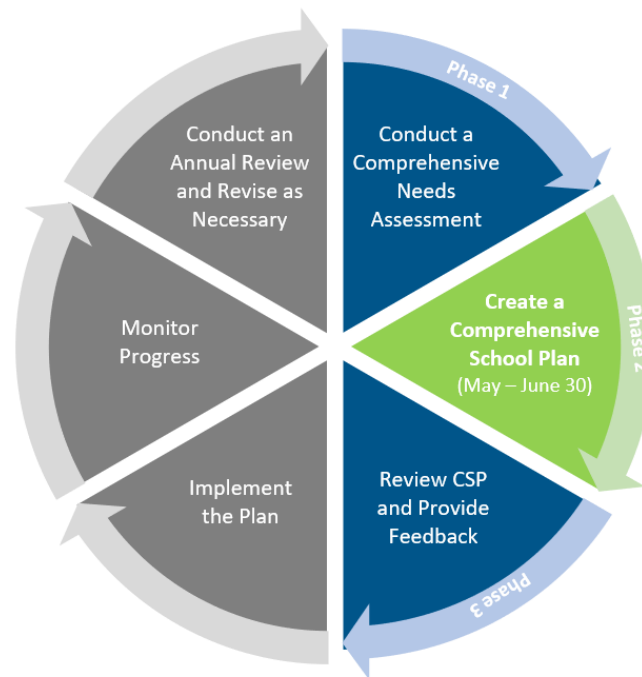# Dunbar HS SY2021-22 Comprehensive School Plan

Overview

The CSP is a **living document** that is focused on priority work and aligned to DCPS's A Capital Commitment – Strategic Plan. It will be closely monitored by the Chancellor, Chiefs of Schools, and the Instructional Superintendents to ensure school leaders have the resources and supports they need to be successful. Additionally, a snapshot of the CSP will be used as a public response to any questions around our school improvement work.

School leaders should work with their Instructional Superintendent and school staff to identify and target strategies that are responsive to the specific needs of their school communities. These strategies should be determined by the schools' Needs Assessment reflections, vision for the school year, and grounded in data. School leaders should also engage their school community in developing their CSP.

Shared Leadership (Principal Smith and AP Kabia)
Quality school leadership is the foundation of school improvement

- By June 2022, we will increase our **Leadership Insight i**ndicator from 7.1 to 8.0
  - Sub Goal: increase positivity response rate to *"Leaders at my school identified opportunities for me to pursue teacher leadership roles"* by 15% (currently 45%)
  - Sub Goal: increase positivity response rate to *"Leaders at my school put me in charge of something important"* by 15% (currently 40%)
  - Sub Goal: increase positivity response rate to *"Teachers understand how our actions contribute to school priorities and goals"* by 15% (currently 59%)
- By June 2022, we will increase our **Peer Culture Insight i**ndicator from 6.4 to 7.4
  - Sub Goal: Increase positivity response rate to *"Teachers at my school share a common vision of what effective teaching looks like*." by 10% (currently 70%)

Progress Monitoring How will we know we are there? *Identify the measurable indicators that lead to changes in practice, attitude, behavior, or systems observed if the strategy is having its desired impact that will lead to accomplishing the goal.* **Measurable Indicators:**	Status /Target*			
	Status at Term 1	**Status at Term 2 (MOY)**	**Status at Term 3**	**Status at Term 4 (EOY)**
LEAP and Professional Learning Satisfaction Surveys: positive responses on Likert Scale Section				
Teachers Instructional Rounds Data: this is aligned data to "Teacher at my school share common vision of what effective teaching looks like." Likert Scale 1-4.				
Dunbar Insight—once per term: Survey measures our progress on our school plan—through the lens of our faculty and staff. Quarterly at faculty meeting.				
Planning for Virtual/Hybrid Delivery				
Meetings to take place in Teams, Microsoft Forms for Data Collection, Links to enter classrooms for instructional rounds				

Status: Progress code (i.e., C-Complete, I-Initiated, P-Progressing, NI-Not initiated, O-On-track, OF-Off-track, etc.)/Target: baseline value, target value

ACTION PLAN
What will be done, when, and by whom

Strategy 1: Increase the number of teachers leader and leadership opportunities for all faculty and staff	Person Responsible	Timeline/Frequency	CST Support
Implementation of Department Chairs for each content area	ICs	Weekly	*[Based on your review of the CSP/comments on*
Implementation of "Committee Chairs" for each committee on each grade-level. Assign a section of each GLM to committee chairs.	Grade Level Admin	Weekly	

Implementation of "Coordinator of Professional Development"	Principal Smith	Monthly	*the CSP Rubric (Content Lead-CST member), how will you support this school.]*
Implementation of Academy Directors for 5 school academies	Principal Smith	Daily	
Implementation of Teacher Leaders of Instructional Rounds	ALT	Monthly	
Implementation of "Grade-level chairs"	Grade Level Admin	Weekly	
Dunbar University: NEW Teacher and Staff Mentoring	O'Conner	Monthly	
Planning for Virtual/Hybrid Delivery			**CST Support**
Strategy 2: Increase opportunities for collaboration around best and promising practices	**Person Responsible**	**Timeline/Frequency**	**CST Support**
Instructional Rounds to Observe Best Practices • Lower School: L. Goodman • Upper School: J. Niklas	ALT	Monthly	
Teacher Led PD Every Term School PD Day as coordinated by the Coordinator of Professional Learning	Principal Smith	Monthly	
Monthly Teacher Showcase during LEAP Seminars	ICs	Monthly	
Best Instructional Practices Video analysis	ICs	Monthly	
Planned School Visits to Observe Best Practices	ALT	Quarterly	
Planning for Virtual/Hybrid Delivery			**CST Support**
Meetings to take place in Teams, Microsoft Forms for Data Collection, Links to enter classrooms for instructional rounds, LEAP, Virtual Classroom			
Equity Actions	**Person Responsible**	**Timeline/Frequency**	**CST Support**
SPED Chair/ELL Lead present data at ALT meetings	AP of SPED, AP of ELL	Monthly	
Implementation of SPED Department Chair	Principal Smith, AP of SPED		
Sessions focused on providing SPED and ELL student support strategies during LEAP and GLMs	AP of SPED, SPED Coordinator, SPED Department Chair, EL Teacher	Monthly	
Planning for Virtual/Hybrid Delivery			**CST Support**
Teams, Sharepoint, MS Stream (video), MS Form, DDAC			

Resources to Support Implementation *The staff and financial resources allocated to support these initiatives (e.g., personal, professional learning, fiscal, technological, etc.)*

[insert if applicable]

Engagement (Dr. Mac)
Working with parents, families, and community members to support student learning.

Insert **1-2 goals** for Engagement here. You may also provide any additional context that may be needed to understand your goals.

- **Goal(s):**
  - By June 2022, we will increase the number of parent and family completed **Panorama** surveys by 100% (currently 110)

  - By June 2022, we will increase **Perseverance** indicator by 10% (currently 60%)
    - Sub Goal 1: increase positivity response rate to *"How likely is it that your child can motivate himself/herself to do unpleasant tasks if it will help him/her accomplish his/her goals?"* by 15% (currently 50%)
    - Sub Goal 2: increase positivity response rate to *"When your child is working on a project that matters a lot to him/her, how focused can s/he stay when there are lots of distractions?"* by 15% (currently 63%)

  - By June 2022, we increase **Family and Community Engagement Insight** indicator by 1 point (currently 6.9)

Progress Monitoring *How will we know we are there?* *Identify the measurable indicators that lead to changes in practice, attitude, behavior, or systems observed if the strategy is having its desired impact that will lead to accomplishing the goal.* **Measurable Indicators:**	Status/Target* *On-track, off-track, n/a*			
	Status at Term 1	**Status at Term 2 (MOY)**	**Status at Term 3**	**Status at Term 4 (EOY)**
Panorama				
Holistic Student Assessment (HSA)– City Year				
Devereux Student Strengths Assessment (DESSA) - City Year				
Planning for Virtual Monitoring				

Status: Progress code (i.e., C-Complete, I-Initiated, P-Progressing, NI-Not initiated, O-On-track, OF-Off-track, etc.)/Target: baseline value, target value

ACTION PLAN			
What will be done, when, and by whom			
Strategy 1: Implementation of City Year Corps Members	**Person Responsible**	**Timeline/Frequency**	**CST Support**
Parent outreach - such as positive phone calls, phone calls for attendance monitoring	City Year	Weekly	
Planning for Virtual/Hybrid Delivery			**CST Support**
Strategy 2: Grade Level Playbook/Academy Playbook			
Parent Communication Plan • Dunbar H.S Website • Monthly Parent Meetings • Weekly Parent Newsletters • Naviance and Remind • Phone Bank (Select Times and Dates) • Fresh Schools • Aspen • Monthly Principal Coffee • Social Media: FB/IG/Twitter • Snail Mail (Select)	Assistant Principals/Academy Directors	Summer planning	
Identify grade-level family engagement coordinator to sit on the Parent Engagement Committee	Assistant Principals	Preservice Week	
Schedule/Calendar initial positive home visit for our target students	Assistant Principals/Academy Directors	Monthly	
Schedule/Calendar meeting with community partners	Assistant Principals/Academy Directors	Monthly	
Schedule/calendar family engagement events	Assistant Principals/Academy Directors	Monthly	
Maintain Grade level/Academy Newsletter – Have template in Playbook	Assistant Principals/Academy	Weekly	

	Directors		
Planning for Virtual/Hybrid Delivery			**CST Support**
Strategy 3: Refine and strengthen Dunbar's protocols around Data Driven Instruction			
Create and Implement Student Led Conferencing (student/teacher/parent data chat)	IC's	Monthly	
Create Preservice PD around Student Led Conferencing	IC's	Preservice week	
Planning for Virtual/Hybrid Delivery			**CST Support**
Strategy 4: Parent University	**Person Responsible**	**Timeline/Frequency**	**CST Support**
Create Agenda Template in Parent University	Dr. Mac	Summer Planning	
Incorporate parenting strategies around target areas (Perseverance, Acceleration/Recovery efforts) within the Parent University	Dr. Mac	Weekly	
Planning for Virtual/Hybrid Delivery			**CST Support**
Equity Actions	**Person Responsible**	**Timeline/Frequency**	**CST Support**
Incorporate parenting strategies around target areas (Perseverance, Acceleration/Recovery efforts) within the Parent University	**Dr. Mac**	**Weekly**	
Planning for Virtual/Hybrid Delivery			**CST Support**

Resources to Support Implementation *The staff and financial resources allocated to support these initiatives (e.g., personal, professional learning, fiscal, technological, etc.)*
[insert if applicable]

Culture of Achievement (AP English)
Establish routines and expectations that enable instruction, even as instruction is improving.
Insert **1-2 goals** for Culture of Achievement here. You may also provide any additional context that may be needed to understand your goals.

- **Goal(s):**

  - By June 2022, we will increase our **Loved, Prepared, and Challenged Index on Student Panorama** by 15% (**currently 36%**):

  - By June 2022, we will increase our **Self-Efficacy** Indicator on **Student Panorama** by 15% (**currently 49%**)

a. Sub Goal: Increase positivity response rate to "*How confident are you that you can do the hardest work that is assigned in your classes?*" by 20% (**currently 47%**)

b. Sub Goal: Increase positivity response rate to "*How confident are you that you will remember what you learned in your current classes, next year?*" by 20% (**currently 40%**)

- By June 2022, we will increase our **Sense Belonging** indicator on **Student Panorama** by 15% (**currently 47%**)
  a. Sub Goal: Increase positivity response rate to "*How well do people at your school understand you as a person?*" by 20% (currently 35%)
  b. Sub Goal: Increase positivity response rate to "*How much do you matter to others at this school?*" by 15% (currently 37%)

District Required Goals:
- **Attendance (including subgoal aligned to targeted subgroup):**

- By June 2022, we will increase our In-seat attendance by 10% (Currently 78%)
  o Sub Goal: Increase the ELL population in-seat attendance by 15% (Currently 77.33%)

Progress Monitoring *How will we know we are there?* *Identify the measurable indicators that lead to changes in practice, attitude, behavior, or systems observed if the strategy is having its desired impact that will lead to accomplishing the goal.* **Measurable Indicators:**	Status/Target* *On-track, off-track, n/a*			
	Status at Term 1	**Status at Term 2 (MOY)**	**Status at Term 3**	**Status at Term 4 (EOY)**
Panorama				
ISA—tracked through MTSS Database and DDAC				
Holistic Student Assessment (HSA)– City Year				
Devereux Student Strengths Assessment (DESSA) - City Year				
Planning for Virtual Monitoring				

Status: Progress code (i.e., C-Complete, I-Initiated, P-Progressing, NI-Not initiated, O-On-track, OF-Off-track, etc.)/Target: baseline value, target value

ACTION PLAN *What will be done, when, and by whom*			
Strategy 1: Implement SEL programing (TIDES Advisory) in all classrooms and provide ongoing support to students and families	**Person Responsible**	**Timeline/Frequency**	**CST Support**

Establish time for advisory	Culture and Climate	Summer planning	
Create observation feedback rubric around Advisory	Palmer and Cox	Summer planning	
Provide coaching for advisory	Palmer and Cox	Weekly	
Create preservice session for advisory	Palmer and Cox	Preservice week	
Planning for Virtual/Hybrid Delivery			**CST Support**
Strategy 2: Implement City Year Programing	**Person Responsible**	**Timeline/Frequency**	**CST Support**
Create "Focus List" students based upon data for behavior and attendance	City Year CMs	weekly	
Provide formal attendance coaching at least weekly via a "Check-in, Check-out" goal setting protocol	City Year CMs	Weekly	
Provide formal behavior coaching through a City Year developed leadership development curriculum that is typically delivered during lunch time	City Year CMs	Weekly	
Afterschool enrichment lessons designed to support social-emotional development are provided for an hour on average 1-2 times per week	City Year CMS	Weekly	
Planning for Virtual/Hybrid Delivery			**CST Support**
Strategy 3: Refine and strengthen Dunbar's protocols around Data Driven Instruction	**Person Responsible**	**Timeline/Frequency**	**CST Support**
Student – Teacher Goal Setting Conference Protocol	IC's	Summer planning	
Student/Teacher Data Chats Protocol	IC's	Summer planning	
Student Led Conferencing Protocol	IC's	Summer planning	
Implementations of goal setting conference/ Data chats/ Conference Pre Service Session	IC's	Preservice week	
Executions of goal setting conference/ Data chats/ Conferences	Teachers of Record	Monthly	
Planning for Virtual/Hybrid Delivery			**CST Support**
Equity Actions	**Person Responsible**	**Timeline/Frequency**	**CST Support**
Everyone belongs to an academy. Academy provides students with courses aligned to their interests (culturally responsive).	Academy Directors		
Planning for Virtual/Hybrid Delivery			**CST Support**

Resources to Support Implementation *The staff and financial resources allocated to support these initiatives (e.g., personal, professional learning, fiscal, technological, etc.)*

Academics (AP Johnson and AP Laurence)

Refine the instructional program and develop the faculty to deliver quality programming and acceleration.

Insert **1-2 goals** for Academics here. You may also provide any additional context that may be needed to understand your goals.

- Goals
    - ANET: By June 2022, we will increase our **Math** proficiency by 15% (currently 28%)
        a. Sub Goal: Increase percent of students identified as ELL that are rated proficient by 15%
        b. Sub Goal: Increase percent of students identified as SPED that are rated proficient by 15%
    - ANET: By June 2022, we will increase of **ELA** proficiency by 15% (currently 31%)
        a. Sub Goal: Increase percent of students identified as ELL that are rated proficient by 15%
        b. Sub Goal: Increase percent of students identified as SPED that are rated proficient by 15%
    - ACCESS: Increase the proficiency of ELL students by 25% (currently_____%)

District Required Goals:
- **Graduation/Promotion goal (including subgoal aligned to targeted subgroup):**
    - By June 2022, we will Increase our graduation rate by 5%. This goal is directly correlated to the three above goals of students being "*Loved, Challenged and Prepared", p*erseverance, and increasing in the area of self-efficacy
    -

Progress Monitoring *How will we know we are there?* *Identify the measurable indicators that lead to changes in practice, attitude, behavior, or systems observed if the strategy is having its desired impact that will lead to accomplishing the goal.* **Measurable Indicators:**	Status/Target*			
	Status at Term 1	**Status at Term 2 (MOY)**	**Status at Term 3**	**Status at Term 4 (EOY)**
ANet Math Data				
ANet ELA Data				
ACCESS Data				
Course Pass Rate Data (MTSS)				
RCT Data (Science, Social Studies)				
EBWR Data (Inner Core)				

Planning for Virtual Monitoring				
Data will be housed online, stakeholders will be trained virtually on access to data, systems for data tracking will be determined				

Status: Progress code (i.e., C-Complete, I-Initiated, P-Progressing, NI-Not initiated, O-On-track, OF-Off-track, etc.)/Target: baseline value, target value

ACTION PLAN *What will be done, when, and by whom*			
Strategy 1: Execution of Evidence Based Writing (EBWR)	**Person Responsible**	**Timeline/Frequency**	**CST Support**
Staff trained on school-wide core instructional strategies that support EBWR and implement them in respective classrooms	APs, ICs, Department Chairs	Daily	
Rubric Norming Sessions with teacher exemplars and student work samples during collaborative planning sessions	ICs, Department Chairs	Biweekly	*Based on your review of the CSP/comments on the CSP Rubric (Content Lead-CST member), how will you support this school.]*
ABC Conferences: Classroom and individual growth-goal setting with students around EBWR and ANet	APs, Counselors, Attendance Staff	Per Term	
Student to Teacher data chats around EBWR and ANet	ICs, Department Chairs	Per Term	
Growth-goal achievement celebration around EBWR and ANet data	ICs, Department Chairs	Per Term	
Literacy Enrichment and Intervention Menu (homework? Extra credit? Class time?)	ICs, Department Chairs	Daily	
Planning for Virtual/Hybrid Delivery			**CST Support**
All documents will be stored virtually, all meetings will take place in Teams, work samples will be stored virtually			
Strategy 2: Execution of SMP 3: Construct viable arguments and critique the reasoning of others.	**Person Responsible**	**Timeline/Frequency**	**CST Support**
Staff trained on school-wide core instructional strategies that support SMP 3 and implement them in respective classrooms	ICs, Department Chairs	Ongoing	
Walkthrough Rubric used to evaluate the classroom culture of SMP 3	APs, ICs	Weekly	
Quality of Task evaluation for SMP (Remove) New Goal: 100% Implementation	APs, ICs	Monthly	
Rubric Norming Sessions with teacher exemplars and student work samples during collaborative planning sessions	APs, ICs	Bi-weekly	
Classroom growth-goals setting with students around SMP 3, ANet, MAP	APs, ICs, City Year	Quarterly	
Student to Teacher data chats SMP 3, ANet, MAP	APs, ICs, City Year	Quarterly	
Growth-goal achievement celebration around SMP 3, ANet, MAP	APs, ICs, City Year	Quarterly	
Math Enrichment and Intervention Menu (homework? Extra credit? Class time?)	ICs, Department Chairs	Daily	

Planning for Virtual/Hybrid Delivery			CST Support
All documents will be stored virtually, all meetings will take place in Teams, work samples will be stored virtually			
Equity Actions	**Person Responsible**	**Timeline/Frequency**	**CST Support**
Data chat in ALT and rotating ELL/SPED professional around subset of students progress towards their goal in the strategies	AP of SPED, SPED Coordinator, AP of ELLs		
Planning for Virtual/Hybrid Delivery			**CST Support**
All documents will be stored virtually, all meetings will take place in Teams, work samples will be stored virtually			

Resources to Support Implementation *The staff and financial resources allocated to support these initiatives (e.g., personal, professional learning, fiscal, technological, etc.)*
[insert if applicable]

CSP Snapshot

The snapshot is an executive summary of your CSP. As you summarize the goals and strategies, please be concise and included parent-friendly language to inform and explain the school's plan to stakeholders. Avoid using data that is not publicly available. Information provided in this section will be used to develop the CSP Snapshot that is posted to the DCPS website. As the public-facing version of the CSP is developed, content leads will use the information provided, however the language of the content may be edited to align with overall district guidance. As content is revised, principals will be provided with a draft to review before the public-facing document becomes final.

	Vision and Outcomes *By the end of the year, what goals are you hoping to achieve? In the ideal state, what would you like to see as it relates to this domain?*	What does it look like? *Briefly describe the strategies that support the work of achieving the vision/outcome in the previous column.*	Why are we committed? *Reflect on your completed CSP and needs assessment, describe why the school is focusing on the goals and strategies indicated.*
Academics	Our Dunbar family will know that data drives the actions we take to increase student achievement and is an equity move. They will use data frequently to inform instruction and decision-making and be equipped with a toolkit of Core Instructional Strategies and Acceleration Strategies to push students with Evidence Based Writing and SMP 3: Construct Viable Arguments.	All teachers, students, and parents will engage in regularly looking at academic data and consider actions to move data to increase student achievement. Teachers will engage in biweekly data meetings in LEAP and use identified core instructional strategies in all classrooms school-wide to support EBWR and SMP 3. Additionally, bi-weekly MTSS meetings will use the "whole child" approach when looking at academic data. Using the data and trends, we will create an Acceleration Academy to provide rich after-school programming that will provide intervention and enrichment for all students.	When teachers, students and parents use data to drive their decisions and planning, they can respond to problems more effectively, construct new methods, and accelerate student learning. Most importantly, teachers are able to equitable by knowing where students are and what they need to grow. Evidence Based Writing, SMP 3, Core Instructional Strategies and Acceleration Academy are our key levers to ensure students are challenged and prepared academically for life after high school.
Culture of Achievement	Given the circumstances around reopening schools, the Dunbar family understands that students need something new and something innovative. Therefore, we are creating new programming that will give the whole child tools to manage and make change in the world. By the end of the year, our students will feel loved, a stronger sense of self-efficacy and a stronger sense of belonging.	Dunbar is implementing structured advisory with a curriculum based in antiracist empowerment, SEL, and trauma informed practices. Students will build efficacy by setting goals and monitoring data towards achieving their goals; ultimately, facilitating students led conferences to update their teachers and parents on their progress. In addition to this, every student will have the opportunity to join an academy at Dunbar, which will help create a sense of belonging, increase engagement and allow for SEL support. Lastly, we have added City Year to our staff who will use data tracking protocols and interventions around the development of the whole child.	Advisory and Academy programs are important because they give students time that is specifically designed to help them succeed academically. They play an important role in the social and emotional health of students. By helping students work through social and emotional problems as they arise, advisory programs naturally help to create a positive and connected school culture.

Engagement	As we open our doors, we want our community to constantly feel safe and welcome. Based upon the significant growth we obtained last year, we are keeping many of our systems to continue to engage the parents and community. However, we are adding an additional layer with City Year CM's who are coming with their programming to engaged parents of targeted students. That same data shows parents are seeing that their children are struggling with perseverance. When want to be able to give out parents the tools to cultivate perseverance at home.	Dunbar staff is creating regularly scheduled programming for parents to constantly engage with their child's school community and provide feedback on how to continue to support the needs of their child. Programming includes bi-weekly parent meetings, monthly parent newsletters, Parent University Workshops and Academy Nights. The programming will be regularly communicated with families using layered communication: ParentSquare, RoboCall, Social Media, Remind, BlackboardConnect, Naviance and Phone calls will be used to frequently connect and communicate with families.	When parents are involved, students take more responsibility for their learning and accountability is heightened. Communication improves within the family when children reach out for help. Engagement can also strengthen the parent-student relationship. Students with parents who are involved in their school are better engaged and have better academic performance and are more likely to complete high school than students whose parents are not involved in their school.
Shared Leadership	Dunbar teachers will know the vision, have a special part in this vision and know the clear key steps and positions they can take on fulfilling the vision for the Dunbar family. Additionally, they will feel like they have the opportunity to lead grow and have influence on the leadership and direction of the school, and choose to stay at Dunbar because of it.	There are now multiple leadership roles teachers and staff can take part in, including but not limited to content Department Chairs, Testing Chair, Committee Chairs, Instructional Rounds Chair, Coordinator of PD and opportunities to lead school wide Professional Developmemt. Teachers are also given ample opportunity to observe and grow against best practices through monthly teacher showcases, instructional rounds and video analysis.	Shared leadership has a positive influence on the way Dunbar operates. It encourages and values personal initiative. When our faculty and staff feel empowered to do what they know they need to do, our students are better for it. When individuals feel that they have an impact on the organization and that they have some power and responsibility, they have a greater desire for success. This leads to greater student outcomes and higher retention of effective staff.