SY 2026-2027 School Performance Plan

School Name 414-Paul Laurence Dunbar High School **Principal Name:** Sarah Dexter-Thornton

School's Mission:	School's Vision:
Our mission at Dunbar High School is to create an educational environment that prioritizes college readiness, equips students with the knowledge, skills, and mindset necessary to excel in college and to be leaders.	Every student will achieve academic proficiency or higher, graduate with a post-secondary plan, and be accepted into a 2 or 4-year college.

School Name 414-Paul Laurence Dunbar High School **Principal Name:** Sarah Dexter-Thornton

THIS DATA IS FOR INTERNAL USE ONLY GOAL AREA: LITERACY					
Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
MCAP ELA Proficiency (Achievement)	33.6%	38.2%	40.1%	63.4%	62.2%
MCAP ELA Avg Performance Level (Growth)	2.29	2.34	2.39	2.61	2.63

STRATEGY: Steps for improving student literacy outcomes	1. **Utilize 9-week literacy data cycles to engage in consistent progress monitoring of Tier I instruction and ensure HQIM implementation integrity:** a. Identify metrics for progress monitoring (e.g., diagnostics and curriculum-based assessments, MCAP, English Language Proficiency). Map out progress monitoring calendar based on metrics and assessment windows (e.g., DIBELS progress monitoring data pulled every six weeks) and establish teams and meeting schedules (e.g., meet every week at 3pm). Utilize PDSA to progress monitor outcomes and adjust to ensure improvement on targeted outcomes. b. Meet at least bi-weekly and utilize a data-based decision-making protocol to identify areas for improvement 2. **Monitor reteaching and reassessing for Fundations (K-3)** for students and sections below 80% proficient. Be strategic about skills & content to re-teach. 3. **Implement the identified Tier II or Tier III program/intervention.** Utilize district-approved Tier II or Tier III program/intervention (e.g., OG+) for identified students. Intervention tracking and progress monitoring should be captured in Panorama Student Success Platform. Refer to MTSS Guidance. 4. **Prioritize Writing in Every Classroom:** Embed meaningful opportunities for students to articulate and defend thinking through writing across content areas, leveraging student work as a key measure of instructional effectiveness and academic growth analyzed regularly through academic planning or other PLC structures where direct feedback is given to students to improve their written responses. **5.** **Implement cycles of professional learning** aligning them to cyclical instructional walks, observations, and collaborative planning.

EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?	Student Achievement Data: district/curriculum-based assessment results, MCAP ELA data, diagnostic assessment results, English Language Proficiency/WIDA data, common formative assessments, and percentage of students meeting proficiency/mastery targets. Student Work Data: writing samples across ELA and content areas, rubric scores, constructed-response performance, evidence of students citing evidence and defending their thinking, and growth between initial and revised written responses. Tier I Instruction/HQIM Data: walkthrough and informal observation data, percentage of classrooms implementing HQIM with fidelity, evidence of grade-level rigorous tasks, checks for understanding, student engagement, and implementation of identified literacy strategies. Reteaching/Reassessment Data: percentage of students below the established mastery threshold, skills/standards requiring reteaching, reassessment results, and percentage of students demonstrating mastery after reteaching. Tier II/III Intervention Data: number and percentage of students receiving interventions, intervention attendance/dosage, progress-monitoring results, percentage meeting intervention goals, movement between tiers, and Panorama documentation. Professional Learning/Implementation Data: participation in professional learning and academic planning, evidence that strategies from professional learning appear during walkthroughs, implementation rates for agreed-upon instructional practices, and changes in student outcomes following each professional learning cycle.
EQUITY CONSIDERATIONS	

School Name 414-Paul Laurence Dunbar High School **Principal Name:** Sarah Dexter-Thornton

THIS DATA IS FOR INTERNAL USE ONLY GOAL AREA:MATHEMATICS					
Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
MCAP Math Proficiency (Achievement)	<=5%	<=5%	8.6%	9.8%	18.7%
MCAP Math Avg Performance Level (Growth)	1.57	1.70	1.81	1.89	2.06

STRATEGY: Steps for improving student math outcomes	1. **Utilize 9-week mathematics data cycles to engage in consistent progress monitoring of Tier I instruction and ensure HQIM implementation integrity:** a. Identify metrics for progress monitoring (e.g., diagnostics and curriculum-based assessments (K-8: Numeracy Development Framework; HS: Algebraic Reasoning), MCAP). Map out progress monitoring calendar based on metrics and assessment windows. Data cycles should occur at the end of each unit/module of study for each grade. Utilize PDSA to progress monitor outcomes and adjust to ensure improvement on targeted outcomes. b. Meet at least bi-weekly and utilize a data-based decision-making protocol to identify areas for improvement 2. **To support the internalization of lessons and units in Reveal Math, schools should use the Unit and Lesson Planning Protocols during academic planning throughout the year**. Teachers must prepare for student discourse opportunities through deliberately planned questions. Schools establish and communicate for the mathematics instructional block to ensure consistency and high-quality instruction. 3. **Implement the identified Tier II or Tier III program/intervention.** Utilize district-approved Tier II or III program/intervention (e.g, Number Worlds) for identified students. Capture intervention tracking and progress monitoring in Panorama Student Success Platform. Refer to MTSS Guidance. 4. **Implement cycles of professional learning aligned to cyclical instructional walks, observations, and collaborative planning.**
EVIDENCE: What specific data points will you use to determine if your strategy is	Student Achievement: % of students meeting proficiency/mastery on Reveal Math unit/module assessments; Algebraic Reasoning/diagnostic growth; MCAP mathematics/Algebra I performance;

making progress toward your SPP goal?	common formative assessment results; and % of students demonstrating growth from baseline to each 9-week checkpoint. Mathematical Reasoning: % of students successfully solving rigorous, multi-step problems; % demonstrating multiple strategies for solving a problem; quality of written mathematical reasoning and justification; and student ability to explain and defend solutions. Tier I Instruction: Walkthrough/observation data showing implementation of Reveal Math/HQIM; evidence of teachers using purposeful questioning to push student thinking; student discourse; productive struggle; multiple solution strategies; and students doing the majority of the cognitive work. Reteaching & Reassessment: % of students below mastery by standard; standards most frequently requiring reteaching; reassessment results; and % of students reaching mastery following reteaching.
EQUITY CONSIDERATIONS	

School Name 414-Paul Laurence Dunbar High School Principal Name: Sarah Dexter-Thornton

THIS DATA IS FOR INTERNAL USE ONLY GOAL AREA: GRADUATION – Grad Rate / DIBELS					
Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
HS: High School 4-Year Graduation Rate	80.5%	81.5%	85.4%	92.7%	pending

STRATEGY: Steps for improving student graduation outcomes	• **K-5 DIBELS Composite % At or Above:** See Literacy strategies above. • **Grade 6-8 GPA Less Than 2.0:** Follow the "Create data cycles (PDSA)"guidance outlined in the High School Graduation section below, adapting as appropriate for middle school. • **High School Graduation:** 1. **In alignment with the City Schools Program of Study and COMAR 13A.03.02:** a. Develop school-based course offerings. b. Create a 4-year graduation plan for every student to ensure accurate course scheduling, credit attainment, assessment completion, and Service-Learning Hours (MYAP). c. Quarterly monitor progress using the On-Track-to-Graduation dashboard for potential graduates. 2. **Create data cycles (PDSA) to engage in consistent progress monitoring:** a. Establish dedicated monitoring teams and set consistent meeting schedules: i. E.g., meeting weekly at 3 p.m. 9th Grade On-Track-to-Graduate Coordinator should lead efforts to monitor and support 9th grade cohort, schools should create parallel tracking for 10th graders. b. Identify metrics and timing: ii. <u>OTG:</u> Conduct BOY review of course scheduling for 9th and 12th graders. Quarterly, review progress reports, weekly teacher grades, teacher notes, empathy interviews, and SLPs (Student Learning Plans) to monitor performance. Identify supports for students missing OTG requirements, interventions for students off grade level, and reengagement paths for inactive students with the On-Track-to-Graduation dashboard, particularly the new cohort student page. Identify appropriate interventions based on student needs, such as Tier I instructional supports, e.g., coach class, Saga math tutoring, and, when needed, advance to credit recovery. iii. **<u>CCR:</u> Use the CCR Dashboard to map out and continuously monitor SLPs for all students to ensure personalized support and planning and a viable track to one of the 4 E's (Enrollment, Employment, Enlistment, and Entrepreneurship). Check for CCR readiness by 10th grade and, if not yet ready, utilize SLPs to create plans for students off-**

	track and ensure schools are informing families on plans.
EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?	To monitor the effectiveness of the On-Track-to-Graduation (OTG) and College and Career Readiness (CCR) work, I would use data that allows the team to identify students early, track interventions, and determine whether students are moving back on track. • OTG Status: Percentage and number of students on-track/off-track for graduation, reviewed by grade level, with particular attention to 9th and 12th grades. • Credit Accumulation: Credits earned versus credits expected by grade level; number of students missing required credits; course failures; credit recovery enrollment, completion, and credits recovered. • Course Performance: Weekly grades, progress report/report card grades, percentage of students earning Ds/Fs, number of failed courses, and changes in grades following interventions. • Attendance: Average daily attendance, chronic absenteeism rates, individual student attendance trends, and attendance improvement for students receiving targeted supports. • Student Learning Plans: Percentage of students with completed and updated SLPs; percentage of off-track students with documented goals, interventions, and progress monitoring; evidence of student and family participation in SLP development. • Intervention Data: Number of students assigned to coach class, tutoring, Tier I supports, credit recovery, or other interventions; participation/attendance; completion rates; and percentage demonstrating improvement after receiving support. • Student Voice: Trends from empathy interviews, student conferences, and teacher notes identifying barriers to academic success and postsecondary readiness. • CCR Readiness: Percentage of students meeting CCR requirements, particularly by the end of 10th grade; percentage not yet CCR-ready with an individualized plan; progress toward established CCR measures. • Postsecondary Planning: Percentage of students with an identified pathway connected to one of the 4 E's—Enrollment, Employment, Enlistment, or Entrepreneurship and completion of identified milestones associated with their pathway. • Family Engagement: Percentage of families of off-track students contacted, conferences held, documented communication regarding SLPs and interventions, and follow-up after intervention plans are established.
EQUITY CONSIDERATIONS	

School Name 414-Paul Laurence Dunbar High School **Principal Name:** Sarah Dexter-Thornton

THIS DATA IS FOR INTERNAL USE ONLY GOAL AREA: WHOLENESS					
Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
Chronic Absentee Rate	62.4%	54.7%	55.0%	51.6%	48.6%

STRATEGY: Steps for improving student wholeness outcomes	1. **Implement four-week data cycles (PDSA) to consistently progress monitor attendance:** a. Attendance team (attendance reps, climate leads, Community School Coordinators, Student Wellness Support Team members, administrators) conducts weekly data reviews to identify students and groups at risk of chronic absenteeism (Panorama) or requiring additional supports (e.g., target approximately 18 reviews by the end of Semester 1). b. Identify students for targeted outreach and diligence with key reports (Consecutive Absence Report in IC; Data Cleansing Reports 12, 37, 112, and especially 63 - No Show Student List) to ensure families are re/engaged and resolve data cleansing errors. c. Develop a Pre-K family engagement plan to support positive growth in attendance, social-emotional development, and school connectedness. d. Develop and implement targeted interventions for identified students leveraging Student Learning Plans (SLPs) to determine root causes, improve student connectedness, and support attendance. e. On a monthly basis, monitor the progress and effectiveness of interventions, attendance rates, and PDSA change ideas using Infinite Campus and Panorama to assess individual and aggregate impact and inform continuous improvement. 2. **Engage families consistently to build school-family connections and belonging:** a. Leverage existing technology (i.e., IC-Parent Portal, Thrill Share, Class Dojo) and personalized strategies (e.g., SLPs, letters, home visits) to initiate, encourage, and maintain two-way communication with families and students. b. Communicate clear procedures for families to follow when their child is absent from school. Identify the best form of communication to families. 3. **Create environments to promote belonging and engagement for all students:** a. The Climate Leadership Team will develop and implement a comprehensive Climate Action Plan aligned to the four district climate domains (Nurturing Relationships, High-Quality Stakeholder Experience, Supportive Behavior Approaches, Schoolwide Norms & Routines),

	meeting regularly to progress monitor Tiers I-III supports. b. Implement identified Tier I universal supports to promote positive behavior, strong relationships, and safe inclusive learning environments. Refer to MTSS Guidance. c. Implement identified Tier II or III programs and interventions for identified students with significant/persistent behavior and/or social emotional needs. Intervention tracking and progress monitoring should be captured in Panorama Student Success Platform. Refer to MTSS Guidance.
EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?	Infinite Campus Attendance Data: Daily attendance, average daily attendance, chronic absenteeism, tardiness, consecutive absences, and patterns by student and student group.
EQUITY CONSIDERATIONS	