

Miami-Dade County Public Schools

PAUL LAURENCE DUNBAR K-8 CENTER



2024-25 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 3

 A. School Mission and Vision 3

 B. School Leadership Team 3

 C. Stakeholder Involvement and Monitoring 6

 D. Demographic Data 7

 E. Early Warning Systems 8

II. Needs Assessment/Data Review 11

 A. ESSA School, District, State Comparison 12

 B. ESSA School-Level Data Review 13

 C. ESSA Subgroup Data Review 14

 D. Accountability Components by Subgroup 17

 E. Grade Level Data Review 20

III. Planning for Improvement 21

IV. Positive Culture and Environment 31

V. Title I Requirements (optional) 35

VI. ATSI, TSI and CSI Resource Review 39

VII. Budget to Support Areas of Focus 40

School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Paul Laurence Dunbar K-8 Center prepares students with a comprehensive plan that will enhance their academic performance to ensure they succeed at or above grade level in elementary school and beyond.

Provide the school's vision statement

Paul L. Dunbar K-8 Center will develop all students to become lifelong learners, productive citizens, and contributors to society regardless of their background and socioeconomic status with the assistance of stakeholders.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dearmas, Maria

Position Title

Principal

Job Duties and Responsibilities

Works alongside all stakeholders to create and implement a shared school vision. Nurtures and maintains a school culture that promotes a rigorous instructional program conducive to learning and staff development. Ensures that the daily staff operations result in a safe and effective learning environment that aligns with the school's goals and vision.

Leadership Team Member #2

Employee's Name

Beckham, Necole

Position Title

Instructional Coach

Job Duties and Responsibilities

Collaborates with teachers to create standards-based lessons and guides them in making instructional decisions that promote reading achievement. Conducts coaching cycles to model reading strategies that enhance lesson delivery and engagement. Leads professional development and shares best and latest reading practices with the team. Analyzes data and uses the data to place students in the correct intervention or enrichment program and monitors the program to provide guidance and support.

Leadership Team Member #3

Employee's Name

Prospere, Rosesise

Position Title

Instructional Coach

Job Duties and Responsibilities

Collaborates with teachers to create standards-based lessons and guides them in making instructional decisions that promote math achievement. Conducts coaching cycles to model math strategies that enhance lesson delivery and engagement. Leads professional development and shares best and latest mathematical practices with the team. Analyzes data and uses the data to place students in the correct intervention or enrichment program and monitors the program to provide guidance and support.

Leadership Team Member #4

Employee's Name

Thomas, Isaiah

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the principal in the day-to-day operation of the building. Conduct daily walkthroughs to identify areas in need of improvement. Collaborates with teachers to ensure that the district objectives and school goals are clearly defined and met. Leads the RTI process, analyzes student data, monitors

interventions/enrichment programs, and collaborates with parents to support the school's vision and goals.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The process for including all stakeholders in the School Improvement process begins during the summer with the school leadership team. The team reviews school wide academic and cultural data. After determining specific areas of improvement, teacher feedback is solicited at the opening of school professional development sessions. Areas of focus are then revised, and action steps are created to address their needs. Through the use of social media, flyers, and phone communication, parents and students will be invited to provide additional feedback during the Opening of School's Meeting. Business and community leaders will be invited to EESAC meetings so they can provide feedback. Through these meetings, the appropriate action steps and interventions are put in place.

SIP Monitoring

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

The SIP and it's implementation will be monitored through a variety of ways. The School Leadership Team (SLT) will:

- I. Conduct routine walkthroughs with an focus on action step implementation
- II. Collaborative planning sessions will take place weekly
- III. Administration/Teacher data chats will be held quarterly
- IV. Feedback will be solicited from teachers during bi-weekly faculty meetings
- V. Schoolwide data and progress towards areas of focus will be shared during EESAC meetings.
- VI. Bi-weekly SLT meetings will be held and adjustments will be made based on the discussions/ recommendations. .

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	7	5	8	4	5	5	1	0	35
One or more suspensions	0	0	0	4	0	8	2	1	4	19
Course failure in English Language Arts (ELA)			4	4	11	10	7	8	7	51
Course failure in Math			2	4	5	7	11		1	30
Level 1 on statewide ELA assessment				3	7	24	11	5	10	60
Level 1 on statewide Math assessment				1	5	25	9	4	10	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	13	14	25						53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	8	3	10	4					26

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	4	9	29	10	4	8	66

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	2	1	0	0	3

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		12	7	7	11	6	6	5		54
One or more suspensions			1	4	5				2	12
Course failure in ELA			11	10	2		1	10	3	37
Course failure in Math			8	3	5		3	13	6	38
Level 1 on statewide ELA assessment				11	15	9	9	17	8	69
Level 1 on statewide Math assessment				7	15	8	11	10	3	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		7	15	29						133

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			7	14	17	8	10	17	6	79

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1			12						13
Students retained two or more times				2		2			1	5

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	36	63	57	39	60	53	38	62	56
ELA Grade 3 Achievement **	55	63	58	24	60	53			
ELA Learning Gains	58	64	60				62		
ELA Learning Gains Lowest 25%	66	62	57				39		
Math Achievement *	36	69	62	38	66	59	39	58	50
Math Learning Gains	48	65	62				66		
Math Learning Gains Lowest 25%	67	58	52				54		
Science Achievement *	39	61	57	41	58	54	44	64	59
Social Studies Achievement *	54			75			57	71	64
Graduation Rate								53	50
Middle School Acceleration	54			75			73	63	52
College and Career Readiness									80
ELP Progress	70	64	61	33	63	59	38		

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	583
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
53%	47%	51%	38%		51%	51%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	5	
English Language Learners	49%	No		
Black/African American Students	53%	No		
Hispanic Students	51%	No		
Economically Disadvantaged Students	54%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	12%	Yes	4	3
English Language Learners	33%	Yes	1	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	44%	No		
Hispanic Students	39%	Yes	1	
Economically Disadvantaged Students	43%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	3	2
English Language Learners	42%	No		
Native American Students				
Asian Students				
Black/African American Students	49%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	50%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	36%	55%	58%	66%	36%	48%	67%	39%	54%	54%			70%
Students With Disabilities	20%	54%	38%	57%	20%	39%	58%						36%
English Language Learners	23%		54%	67%	36%	44%	54%		40%				70%
Black/African American Students	39%	48%	57%	67%	33%	49%	71%	38%	73%				
Hispanic Students	33%		57%	65%	41%	49%	63%	42%	40%				70%
Economically Disadvantaged Students	36%	58%	58%	70%	35%	46%	67%	40%	63%				64%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	39%	24%			38%			41%	75%	75%			33%
Students With Disabilities	10%	0%			27%								
English Language Learners	30%	23%			39%								40%
Black/African American Students	39%	28%			34%			35%	82%				
Hispanic Students	42%	19%			43%			53%					40%
Economically Disadvantaged Students	39%	22%			37%			40%	64%	70%			29%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	38%		62%	39%	39%	66%	54%	44%	57%	73%			38%
Students With Disabilities	15%		39%	29%	21%	44%	45%	18%					
English Language Learners	30%		57%	27%	35%	60%	70%	20%					38%
Native American Students													
Asian Students													
Black/African American Students	40%		65%	50%	36%	63%	33%	52%	54%				
Hispanic Students	37%		60%	35%	42%	68%	77%	38%					41%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	39%		62%	38%	39%	67%	56%	44%	63%	73%			39%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	43%	56%	-13%	55%	-12%
Ela	4	20%	55%	-35%	53%	-33%
Ela	5	33%	56%	-23%	55%	-22%
Ela	6	42%	57%	-15%	54%	-12%
Ela	7	23%	55%	-32%	50%	-27%
Ela	8	42%	54%	-12%	51%	-9%
Math	3	58%	65%	-7%	60%	-2%
Math	4	20%	62%	-42%	58%	-38%
Math	5	33%	59%	-26%	56%	-23%
Math	6	25%	60%	-35%	56%	-31%
Math	7	19%	49%	-30%	47%	-28%
Math	8	18%	58%	-40%	54%	-36%
Science	5	37%	53%	-16%	53%	-16%
Science	8	32%	42%	-10%	45%	-13%
Civics		52%	70%	-18%	67%	-15%
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Based on the data review, 3rd grade reading and language arts had the most growth. We benefited off utilizing students' responses on DEPs to determine if the reading skill was mastered, also using DEPs in DI to reinforce the skill or remediate the skill. Teachers essentially understanding of the importance of using students' data in all areas to drive Tier 1 instruction and DI assisted in our strong improvement.

Lowest Performance

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

Based on the data review, middle school math had the lowest performance. Teacher capacity, Tier 1 instruction and no instructional math coach was the contributing factors to last year performance.

Greatest Decline

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

In math, students are struggling with algebraic expressions. The contributing factors are the following: Teacher capacity, Tier 1 Instruction and no instructional math coach.

Greatest Gap

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

The greatest gap when compared to the state average is grades 7th and 8th grade middle school math. The factors that contributed to this gap were teacher capacity, Middle Grades Core Framework and lack of Tier 1 instruction.

EWS Areas of Concern

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

The potential areas of concern is the high number of referrals and level of student referrals.

Highest Priorities

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

Our higher priorities are the following'

1. 6th-8th Grade Math
2. Algebra
3. 5th & 8th Grade Science
4. 7th Grade Civics
5. 4th and 5th Grade ELA

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM 3 data, 19% of our 7th grade students were proficient in math as compared to the state average of 55% and district average of 45%. Based on this data and the identified contributing factors such as teacher capacity and tier 1 instruction. We will implement Middle School ETO Core Framework with consistency and fidelity, Hands-on Support and Coach-Teacher Collaboration (CTCs).

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Middle School ETO Core Framework, 7th grade students will show an increase of 5 percentage points on the May PM3 for 2024-2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The leadership team will conduct quarterly data chats following topic assessments. Weekly walkthroughs will be conducted to ensure that D.I. is being implemented daily and with fidelity.

Person responsible for monitoring outcome

Prosper, Rosiere

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The evidence-based intervention practice that will be used is to explicitly teach students to intentionally choose from alternative algebraic strategies when solving problems while using the

gradual release of responsibilities model.

Rationale:

By learning from and having access to multiple algebraic strategies through an initial modeling from the instructor, students learn to approach algebra problems with flexibility, recognizing when to apply specific strategies, how to execute different solution strategies correctly, and which strategies are more appropriate for particular tasks. This can help students develop beyond the memorization of one approach, allowing them to extend their knowledge and think more abstractly.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Support Middle School ETO Core Framework

Person Monitoring:

Thomas, Isaiah

By When/Frequency:

Twice a week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The teacher will receive support in implementing Middle School ETO Core Framework during collaborative planning. The CSS will model for the teacher how to teach each step of the framework over a period of time. Administration team will conduct walkthroughs to ensure framework is being implemented with fidelity.

Action Step #2

Coach-Teacher Collaborations

Person Monitoring:

Prospere

By When/Frequency:

Twice a week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The coach and teacher will collaborate to set a clear mutual goal that is needed for the 7th grades. We will determine the instructional strategies and curriculum implementation suited for our current 7th grade students. We will use observation data to guide coaching sessions and professional development needs. The teacher and the coach will integrate effective teaching strategies and differentiate instruction to meet diverse student needs. The coach will model for the teacher what has been planned out. Then teacher and coach will co-teach planned lessons. We will then Regularly analyze student performance data to identify areas for improvement. The coach and the teacher will use reflective dialogue to identify strengths and areas for growth.

Action Step #3

Modeling of Effective Questioning/Techniques

Person Monitoring:

Prospere, Rosesise

By When/Frequency:

2 to 3 times a week

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

The teacher will plan the types of questions that will be utilized during collaborative planning. The teacher will employ questioning strategies that allow students to become active participants in the solving process. When this shift is made, not only are students more highly engaged as they are being asked questions throughout the solving process, but also they develop a deeper understanding of the concepts as they work to justify the mathematical steps. The students will be required to form questions during their group work where they will engage in collaborative conversations.

Action Step #4

Extended Learning Opportunities

Person Monitoring:

Rosesise Prospere (Instructional Coach)

By When/Frequency:

01/10/2025 Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Seventh grade students will participate in afterschool tutoring twice a week. Tutoring sessions will focus on remediating lowest standards from topic assessments. After school tutoring will provide a structured time for students to get personalized help. This helps reinforce classroom learning, clarifies difficult concepts, and builds student confidence in math, leading to better performance.

Action Step #5

Monthly Math Challenge

Person Monitoring:

Rosesise Prospere (Instructional Coach)

By When/Frequency:

01/10/2025 Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Seventh grade students will participate in monthly math challenges where students can solve problems and compete for small prizes. These challenges are designed around real-world applications of math to make it more engaging. Creating a competitive but fun atmosphere motivates students to practice math skills more often.

Action Step #6**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Action Step #7****Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

Strategies (reading/math) geared toward SWD is the area of focus due to the lack of student growth determined by state assessments. SWD data trend shows a decline from 2022 at 30% to 2023 at 12%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of collaborative planning including ESE teachers, coaches and content area teachers the subgroups of SWDs and ELLs are expected to score above the 41% threshold by June 2024. Having ESE teachers included in planning will help to ensure all stake holders are utilizing scaffolding strategies to assist with student achievement for SWDs.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monthly data chats will be held with the leadership team to determine effectiveness of the strategies used to increase academic achievement for the ELL and SWD subgroups.

Person responsible for monitoring outcome

DeArmas, Maria

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students with disabilities will be provided with small-group instructional intervention to students struggling in areas of literacy and English Language development.

Rationale:

In the primary grades, core classroom instruction needs to incorporate what we know about effective early reading instruction for all students, including explicit and systematic attention to foundational reading skills (i.e., phonological awareness, phonics, and fluency). Effective core (or Tier 1) instruction is important for reducing the number of students who are identified for supplemental instructional opportunities (or Tier 2 interventions), and to ensure that this supplemental instruction is prioritized for those students who continue to struggle after having received appropriate opportunities to learn language and literacy skills. In this recommendation, the panel suggests ways to provide high-quality instructional interventions in literacy and language to small groups of students who are struggling in these areas. This instruction, provided on a daily basis, should be teacher-directed, with ample scaffolds to make learning easier and plenty of opportunities to practice what is being learned.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

DeArmas, Maria

By When/Frequency:

Once a week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

When creating the ESE and ESOL teachers' schedule, we will be sure to include collaborative planning. This will ensure that the teachers are always aware of the standards and the text that is being taught for two weeks at a time. This will help them to be better prepared to help the students as well as the teachers. Administration team will attend collaborative planning sessions and conduct walkthroughs during ESE and ESOL push in sessions.

Action Step #2

Identifying strategies geared toward SWDs

Person Monitoring:

Beckham, Necole

By When/Frequency:

Once a week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ESE teachers will participate in collaborative planning by identifying a strategy geared toward the SWDs in the selected grade level. The ESE teacher will provide the research reason for selecting that strategy for those SWD students.

Action Step #3

Modeling

Person Monitoring:

Beckham, Necole

By When/Frequency:

Once a week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The ESE teacher will model how to use the strategy during collaborative planning. The coach and the teacher(s) will be her students. This will aid in all stakeholders understanding how to implement the strategy and make changes if necessary. Once the strategy has been implemented, they will reflect on the outcome during the next collaborative meeting.

Action Step #4

Chunking Strategy

Person Monitoring:

Beckham, Necole

By When/Frequency:

12/20/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Teacher will model the concept of chunking material. Through "Chunking" teachers will guide students through one part of a task or concept before moving to the next, ensuring mastery at each stage. This makes complex material more approachable, as students can focus on understanding one chunk before moving on to the next

Action Step #5

SPADE Strategy

Person Monitoring:

Beckham, Necole

By When/Frequency:

12/20/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

Teachers will participate in a professional development session during collaborative planning on the SPADE reading strategy. By learning how to apply the SPADE strategy—Survey, Predict, Annotate, Determine the main (central) idea, and Evaluate understanding—teachers will be better able to support SWD in improving their reading comprehension.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area focus is reading. Students who read independently have greater reading comprehension, verbal fluency and general knowledge than those who do not. They become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than their non-reading peers. According to FAST 2023-2024 data, our 3rd grade students is the only group that has exceeded the threshold with 55% proficiency in reading. The remaining grades are below 50% in reading comprehension proficiency.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

23/80 or 29% of our K-2nd graders were proficient on their STAR Reading assessment. Teachers utilizing annotating text and summarization in whole group along with differentiated instruction will be an area of focus.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the 2024 FAST PM3 data, 20% of 4th grade, and 35% of 5th grade students were proficient in ELA as compared to the district average, 53% in 4th grade, and 55% in 5th grade . Based on this data, we will need to implement the targeted element of

annotating text and summarization in grades K-5 to increase our students reading comprehension proficiency levels.

Grades K-2: Measurable Outcome(s)

If successfully implementing the use of annotating text and summarization in whole group and DI we expect at least 50 % of students to be on track to pass the statewide ELA K-2 STAR assessment. This would be a 21 percentage point increase from the 2024-2025 school year.

Grades 3-5: Measurable Outcome(s)

If successfully implementing the use of Annotating Text and Summarization in whole group and DI, we expect 50% of or 3-5 grade students to be on track to pass the statewide FAST ELA assessment. This would be a 14% point increase from 2022-2023

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Annotating Text and summarization will be included in applicable lessons during each collaborative planning for reading. Weekly walkthroughs will be conducted to ensure that these evidence based interventions are being utilized in Tier 1 & Tier 2 instruction. Conducting walkthroughs will help to ensure that students are annotating and summarizing with fidelity to increase student achievement. The intention is that students will increase their comprehension skills and critical thinking skills to achieve grade level mastery.

Person responsible for monitoring outcome

Necole Beckham (Instructional Coach)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The evidence base strategy that will be used to measure outcomes in each grade level is annotating text.

Rationale:

Annotating Text is a key tool for close reading that helps students uncover patterns, notice important words, and identify main points. This is an active learning strategy that improves comprehension of text and retention of information. Summarization teaches the student how to write summaries of what they read. The student is shown how to delete unimportant information, group similar ideas, decide on or invent topic sentences, and list supporting details. These procedures culminate in a short paragraph that reflects the most important information

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

The evidence base strategy that will be used to measurable outcomes in each grade level is summarization.

Rationale:

Summarization teaches the student how to write summaries of what they read. The student is shown how to delete unimportant information, group similar ideas, decide on or invent topic sentences, and list supporting details. These procedures culminate in a short paragraph that reflects the most important information

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Mini PD on Basics of Good Annotation

Person Monitoring:

Necole Beckham (Instructional Coach)

By When/Frequency:

9/20/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The coach will help hold a mini PD during collaborative plannings for teachers to understand that annotation is simply the process of thoughtful reading and making notes as they study a text. Start with some basic forms of annotation: highlighting a phrase or sentence and including a comment circling a word that needs defining posing a question when something isn't fully understood writing 5 words or less for a section/paragraph The coach model 1 of the above annotation strategies and then have the teachers model 1 of the above strategies using a an upcoming lesson.

Action Step #2

Model Effective Annotation for Students

Person Monitoring:

Necole Beckham (Instructional Coach)

By When/Frequency:

9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The teachers will model for students on how to annotate with 5 words or less through chunking of a current text. This step will incorporate teaching students how to identify and understand important information.

Action Step #3

Mini PD -COPP (Central Idea, Text Organization, Author's Purpose & Author's Perspective))

Person Monitoring:

Necole Beckham (Instructional Coach)

By When/Frequency:

10/25/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The instructional coach will conduct a mini PD utilizing the strategy COPP. The coach will select a grade level text and use the text to identify the following components: central idea, text organization, author's purpose and author's perspective. COPP will be created with a chart, 4 boxes and 2 columns.

Action Step #4

Annotating Text and Summarization

Person Monitoring:

Necole Beckham (Instructional Coach)

By When/Frequency:

12/19/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will model how students are to utilize their annotations to create a summary. Summarization teaches the student how to write summaries of what they read. The student is shown how to delete unimportant information, group similar ideas, decide on or invent topic sentences, and list supporting details. These procedures culminate in a short paragraph that reflects the most important information. This will be done through the use of the GRRM.

Action Step #5

Accountable Talk

Person Monitoring:

Necole Beckham (Instructional Coach)

By When/Frequency:

12/19/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will engage students in accountable talk through collaborative conversation strategies. Accountable Talk refers to discussion that is meaningful, respectful, and mutually beneficial to both speaker and listener to develop a mindset of a reflective learner. Students learn how to respectfully defend their answers. Accountable Talk stimulates higher-order and critical thinking—helping students to learn, reflect on their learning, and communicate their knowledge and understanding of classroom content.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the district attendance tracker, 21 Kindergarten to second-grade students were absent

10% or more school days. Data collected via absentee notes and conversations with parents state most absences are attributed to students having doctor's appointments on school days. Another contributing factor is inclement weather in which parents do not send K-2 students to school. Based on the data and the identified contributing factors parents do not understand the correlation of student attendance to student performance, we will implement parent workshops and meetings focusing on the importance of student attendance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on the data review, out of the 35 students schoolwide with 10% or more days missed in the school year, 21 students (60%) were in Kindergarten through 2nd grade . With the implementation of parent workshops and parent meetings, the number of students in Kindergarten through 2nd grade missing 10% or more school days will decrease by ten percentage points.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school counselor will monitor daily attendance. Administration will meet with counselor on a weekly basis to monitor attendance.

Person responsible for monitoring outcome

Maria de Armas

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The evidence-based intervention practice that will be used to improve student attendance in kindergarten through 2nd grade is parental engagement.

Rationale:

Engaging parents and caregivers in the importance of student attendance in relation to student achievement will increase student attendance. When parents and caregivers actively discuss the significance of attendance, it fosters a strengthened partnership between the school and home.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Kindergarten -2nd Attendance Parent Meeting

Person Monitoring:

Maria de Armas

By When/Frequency:

September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Parents of students in kindergarten through 2nd grade will be required to attend a mandatory workshop on the importance of school attendance. This workshop will be offered three times in September at various times of the day to accommodate different schedules, ensuring that all parents have the opportunity to participate. Attendance will be monitored by administration.

Action Step #2

Daily phone call to absent students in Kindergarten - 2nd grade grade

Person Monitoring:

Isaiah Thomas

By When/Frequency:

10/10/2024 Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The counselor or registrar will call parents of students absent in kindergarten through 2nd grade by 10:00 a.m. to ensure that the intervention happens early in the day, allowing for prompt action. Early contact helps address issues or barriers to attendance before they escalate, ensuring that students return to school as soon as possible. The counselor will maintain a communication log, which the administration will monitor weekly.

Action Step #3

Home Visits

Person Monitoring:

Isaiah Thomas

By When/Frequency:

10/10/2024 Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Home visits will be conducted for students who have missed two consecutive school days without any prior communication from their parents or guardians. These visits aim to ensure the safety and well-being of the student, identify any potential issues contributing to the absenteeism, and re-engage the family with the school to support the student's return to regular attendance. A visitation log will be maintained by the counselor and monitored by the administration.

Action Step #4

Rewards/Incentives

Person Monitoring:

Maria de Armas

By When/Frequency:

01/15/2025 Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be given a weekly attendance chart that they can actively engage with by coloring in one section for each day they attend school. At the end of the week, students who have attended regularly will have completed their chart and can turn it in to receive a reward. This system aims to promote consistent attendance by motivating students through a sense of accomplishment and the excitement of earning rewards. Over time, this approach is expected to encourage better attendance habits, as students associate being present with positive reinforcement.

Action Step #5

Rewards/Incentives - Olympic Mondays

Person Monitoring:

Maria de Armas

By When/Frequency:

01/15/2025 Weekly on Mondays

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data on attendance patterns reveals that Mondays have the highest rates of absenteeism among students, particularly in kindergarten and first grade. To combat this, teachers from these grades will organize friendly competitions during recess on Mondays, turning the start of the week into an exciting, anticipated event. These 'Olympic Mondays' will feature physical games where students can participate in fun, active challenges and have the opportunity to win prizes and rewards. This approach is designed to give students an extra incentive to attend school on Mondays.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

The SIP is developed collaboratively with input from the teachers and leadership team. Their insights and expertise help to ensure that the SIP addresses the specific needs and goals of the school. Once the initial draft of the SIP is completed, it is shared with a broader audience of stakeholders to gather additional feedback and ensure transparency. This process includes presenting the SIP at Educational Excellence School Advisory Council (EESAC) meetings, where parents, community members, and other key stakeholders are invited to review and discuss the plan. The SIP is also discussed during various parent meetings and conferences to keep families informed and engaged in the improvement process. Copies of the SIP are made available in the parent resource center and uploaded to the school's website at www.dunbark8.net.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

At Paul L. Dunbar K-8 Center, building positive relationships with parents, families, and community stakeholders is central to our mission of supporting student success and keeping parents informed. We start fostering relationships early by hosting a "meet and greet" event a few days before the school year begins. This event allows families to get to know teachers and staff, and helps set a welcoming tone for the year ahead. In the second week of school, we hold an Open House where parents are introduced to the school's educational environment. During this event, parents are guided

on how to sign up for the Parent Portal, which provides real-time access to their child's academic progress and grades. At the Open House, teachers share their preferred methods of communication with parents. While some may use email or Google numbers, the majority of teachers use ClassDojo, a platform that facilitates regular updates and interaction between parents and teachers. Throughout the school year, we invite parents to participate in various workshops focused on literacy, math, and science. These workshops, conducted by instructional coaches and administration, are designed to equip parents with strategies to support their child's learning and to keep them engaged in their child's educational journey. Through the school website, www.dunbark8.net, parents can stay informed about the latest educational updates and upcoming events at the school.

Plans to Strengthen the Academic Program

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

This year we plan to strengthen the academic program and increase the amount and quality of learning by making sure teachers remain consistent in implementing and using the ETO Core framework for math, quarterly data chats, instructional coaches pushing in, and most importantly collaborative planning sessions including instructional coaches, content teachers, ESOL and ESE teaches. We believe effective collaborative planning sessions will lead to cohesive plans to address the needs of all students while improving the quality of instruction throughout the building.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

As we work to improve the quality of instruction for all students in our building, we made sure to include all of our stakeholders in the process to improve. To help shape our plan we used input from EESAC meetings to parent, student and faculty Climate Survey responses. We worked with our cafeteria staff to ensure all students had access to a healthy start to their day with extended breakfast time. Another essential part of our plan was ensuring our VPK and head start programs had everything they needed understanding how important it is in establishing a solid foundation for the youngest students in the building.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

To ensure that our students have access to resources and programs dedicated to improving their well being our student services department is adamant about establishing great working relationships with other MDCPS mental health and support services providers. Through referrals from staff members our student service team provides counseling services, specialized support services, and mentoring services. Group counseling is also available during specials/elective classes as well as lunch. Through initiatives such as HEAT academy, SEL Strong, and Start With Hello our student services team provide several outlets for students and adequate inclusion opportunities before and after school.

Preparing for Postsecondary Opportunities and the Workforce

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

At Dunbar we understand the importance of exposure to diverse educational paths. Through field trips we plan to introduce students to content information outside of the classroom along with careers associated with that content. Also we plan to take our 8th graders on field trips to visit our vocational and technical educational options provided by the district. In our middle school we will also offer clubs such as FEA to expose students to extended learning opportunities.

Addressing Problem Behavior and Early Intervening Services

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

Our behavior plan begins with schoolwide practices and policies, including clear behavioral expectations, universal screening, and consistent reinforcement systems. For those that need additional support our student services team with the assistance of administration provides pull out and behavior intervention sessions with targeted students. Those students that need further assistance the student service team will create behavior intervention plans (BIPs) and collaborate

with external professionals to help improve the students behavior or correctly identify the appropriate next steps which could include reevaluation of students IEP and academic setting.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

We have decided to use every faculty meeting as a professional learning opportunity for our staff. Soliciting Professional Development sessions focusing on data disaggregation and in depth trainings on instructional resources during our faculty meetings will build confidence to use resources with fidelity while using data driven instruction. In our middle school we have two beginning teachers in core areas such as math and science. Providing these instructors with mentor veteran teachers, consistent coaching cycles, and CSS support will be instrumental in retention.

Strategies to Assist Preschool Children

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

We ensure a seamless transition for our Head Start students as they prepare to enter Kindergarten. Throughout the year, our Head Start students are given multiple opportunities to visit and become familiar with Kindergarten classrooms. These visits include guided activities specifically designed to help our students interact with both the Kindergarten teachers and students. Through these interactions, the children become comfortable with the new environment, routines, and expectations of Kindergarten. As a culmination of these efforts, at the end of the year, our Head Start students spend an entire day immersed in a Kindergarten classroom, allowing them to fully experience a day in the life of a Kindergartener.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

At the end of the school year, the administration team conducts meetings with the school leadership team, faculty, parents, and EESAC so that all stakeholders have the opportunity to provide feedback to administration. During the summer, the school leadership team meets at Synergy to discuss and review school culture and needs for the upcoming school year to enhance student achievement. Title 1 funds are used to hire literacy and math interventionists, literacy and math coaches, and purchase supplemental materials. These positions are intended to provide different levels of support to students and teachers. Additionally, Title III funds are used to provide extended learning opportunities for English Language Learners, as well as an intensive reading class for them.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Overall our lowest performing area of focus for the 2023-2024 school year was math. We were allocated funds to hire a math coach but were unsuccessful in securing one during the 2023-2024 school year. As a result of no coach, teachers were unable to receive the necessary support and modeling of resources that were purchased with Title 1 and Title III funds. This was a major factor that contributed to the low performance in math. By hiring a math coach this year who has had adequate time to prepare for staff we believe these deficiencies will be addressed immediately. The math coach has already ensured teachers throughout the building has received updated resources and text.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00