

The School District of Lee County

# Paul Laurence Dunbar Middle School



2016-17 Schoolwide Improvement Plan

## Paul Laurence Dunbar Middle School

4750 WINKLER AVENUE EXT, Fort Myers, FL 33966

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	99%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	B

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Lee County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Paul Laurence Dunbar Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Through a rigorous and relevant curriculum, Paul Laurence Dunbar Middle School will establish an innovative environment conducive to students reaching their optimum potential, enabling them to meet the challenges of the 21st century.

##### b. Provide the school's vision statement.

To become a world-class school.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Teachers will utilize Kagan team building Strategies to learn about the students, and allow them to become more comfortable and familiar in the classroom. These activities will also be done during pre-school training with the staff, to foster an environment of collaboration between faculty members. This foundation will be expanded upon during the year utilizing school wide PLC's and PLC collaboration with staff. Students will be provided this opportunity at multiple grade wide assemblies, and school spirit days.

In classroom curriculum and lessons supports students sharing and learning about various cultures across the content area.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Paul Laurence Dunbar Middle School has two school counselors assigned to work with students during the school day. Also administrators, staff and the school SRO supervise the common areas, bus ramp and cafeterias on a daily basis.

In addition, after school, Paul Laurence Dunbar Middle School students have the opportunity to be involved in a variety of after-school clubs and activities. Students are encouraged to participate in extracurricular activities as part of their middle school experience.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

In addition to following the guidelines in the Lee County Code of Conduct, Paul Laurence Dunbar also includes a school wide PBS (Positive Behavior Support) system with its staff and students.

Paul Laurence Dunbar Middle School PBS Mission Statement:

- As a school, we will use consistent expectations and procedures to create a positive culture of mutual respect within the school community.

Focus of PBS:

- To create environments that help students to achieve success
- To understand why problem behaviors are occurring in order to address them effectively
- To prevent problem behaviors, teach appropriate behaviors, and acknowledge the appropriate behaviors of all students and staff members

Included in the Student Handbook are four Eagle Cards, one per quarter, and one Quad Card used throughout the year. The Eagle Cards and Quad Card may be used for MINOR school rule violations.

Students will face consequences as indicated on each card in accordance with the Student Code of Conduct, Grade 6-12.

These cards were developed as a behavior intervention tool that allows students to monitor their behavior and enables them to take responsibility for their education with the guidance of their parents and teachers.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Paul Laurence Dunbar Middle School school counselors are available to the students. If a student needs to speak with the school guidance counselor, as well as an administrator, or School Resource Officer, he/she should complete an Appointment Request Form. These forms are available in the front office or from any teacher. The counselor at Paul Laurence Dunbar Middle School has special training in helping students solve problems and is always available for students.

Our School Resource Officer (SRO) is a sworn Deputy with the Lee County Sheriff's Office and serves as a resource in matters concerning law enforcement. School Resource Officers often council students, parents, and staff and serve as positive role models on campus. They may also assist with school clubs and activities. Students may contact the SRO with confidential information and remain anonymous.

### 3. Early Warning Systems

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

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

At Paul Laurence Dunbar Middle School in regards to possible attendance concerns:

A pattern of non-attendance is established by:

- 5 days of non-attendance in a calendar month
- 10 days of non-attendance in a 90 calendar day period

Students exhibiting a pattern of non-attendance will be referred to the School Social Worker and the school principal may request documentation for subsequent absences.

Students showing a pattern of suspensions (both ISS and OSS) are monitored by administration and the school counselors, and are conferred with throughout the year.

Students who exhibit an early indication of academic failure will be identified by the classroom teacher, who in conjunction with the grade level team will meet with the student's parent(s)/guardian to formulate a plan for student success. This student will be monitored continuously during the year on their progress.

Supporting the students scoring Level 1 on standardized assessments.

Students scoring Level 1 on standardized statewide assessments are provided with an additional intensive class, to support them during the year in addition to their grade level class in that content area. Additional support for students is also provided using the technology platform Achieve 3000 (Teenbiz), which monitors and promotes lexile growth through informational text.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	39	40	38	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	40	41	33	0	0	0	0	114
Course failure in ELA or Math	0	0	0	0	0	0	15	6	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	68	87	81	0	0	0	0	236
Level 1 on statewide assessment (math)	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	15	19	7	0	0	0	0	41

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

Students identified by the early warning system: (at risk students)

Students are provided with rigorous instruction in the classroom. Students who demonstrate a need for additional opportunities to demonstrate success have a wide variety of interventions available to them. Such interventions include but are not limited to Super Study Sessions (after school) and Saturday School. Super Study Sessions may be assigned by a teacher to allow individual attention for students who are struggling in their core academic classes or who are currently missing assignments. Super Study Sessions are mandatory for the date they are assigned and students must either be picked up by a parent/ guardian or they may take the after school activity bus which will drop them off at the school closest to their house. Super Study Sessions are also offered for students who need access to academic support in their classes. Parents may sign up students for academic support using the permission slip for afterschool activities. Attending Super Study Sessions is a privilege and students who are not compliant with the academically focused setting may be asked to not attend. Students who require further assistance may be assigned Saturday School as an academic or behavior intervention. Students will need to be dropped off by a parent or guardian between 8:00 am and 8:15 am on the assigned Saturday where PLDMS staff and administration will be working with them on targeted academic and/or behavioral needs to ensure their success within the school setting. Saturday School interventions will be assigned by an administrator and students will be expected to attend on the dates specified.

**B. Family and Community Engagement**

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



**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314170>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Paul Laurence Dunbar Middle School will build and sustain partnerships during the school year; through the process of the SAC meetings; parent outreach nights (Avid, ESOL) as well as Open House events offered at the school. This is in addition to working with local business, community members and local foundations (ie. Fort Myers Kiwanis Club) in regards to support on school based programs (One Book, One School) as well volunteer support at school based events.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Shaker, Nathan	Principal
George, Suja	Administrative Support
McDonagh, Mark	Teacher, K-12
Eckhardt, Trent	Assistant Principal
Mraz, Crystal	Assistant Principal
Paul, Tia	Instructional Coach
Balzano, Christopher	Teacher, K-12
Derringer, Candace	School Counselor
Lynch, Michael	Teacher, K-12
Schick, Kacey	Teacher, K-12
Larson, Connie	Instructional Coach

**b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

The Leadership Team for Paul Laurence Dunbar Middle School consists of the following members: Dr. Nathan Shaker, Principal; Trent Eckhardt, Assistant Principal; Crystal Mraz, Assistant Principal; Suja George, Administrative Liaison; Candace Derringer, Guidance Counselor; Christopher Balzano, ELA Dept. Chair; Michael Lynch, Exploratory Dept. Chair; Suja George, Science Dept. Chair; Kasey Schick, Math Dept. Chair, Connie Larson, Reading Coach/Reading Dept. Chair, Mark McDonagh, Teacher Leader, Tia Paul, Teacher Leader

The Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

Principal/Assistant Principal:

- Facilitate implementation of the problem-solving process in your building using data.
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend Team meetings to be active in the process
- Conduct classroom Walk-Throughs to monitor fidelity

Department Chairs/ Grade Level Leaders/Classroom Teacher:

Keep ongoing progress monitoring notes in a MTSS folder (Curriculum assessments, STAR or FCAT scores, work samples, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

- Attend Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading Coach/Specialist:

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotal of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

School Counselor/Curriculum Specialist:

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist:

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports

- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist:

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD):

- Consult with MTSS Team
- Provide staff trainings

Social Worker:

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative:

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The Problem-Solving team at Paul Laurence Dunbar Middle School meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Nirvi Mehta	Parent
Parna Shenoy	Parent
Nathan Shaker	Principal
Suja George	Teacher
Candace Derringer	Education Support Employee
Mary Higginson	Parent
Vincent Lewis	Teacher
Eileen Cherbini	Education Support Employee
Phenicia McMillion	Parent
Mark McDonagh	Teacher
johan Charlery	Parent
Trent Eckhardt	Principal
Crystal Mraz	Principal
Holly Cosby	Parent

## b. Duties

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

#### *a. Evaluation of last year's school improvement plan*

The SAC committee recommendations after reviewing the previous year, focused on creating a subcommittee whose primary focus was increase communication on events at the school. The feedback was also shared on the Parent Involvement plan presented on 9/15/2015. More feedback to be provided during the next SAC meeting. The primary academic goal remained intact with new targets that were included across content areas

#### *b. Development of this school improvement plan*

The SAC shares in the development and planning for implementation of strategies reflected in the school improvement plan. SAC shares the responsibility in electing members to represent the school and outline the focus for continual school improvement. PLDMS' primary goal has been presented to the SAC on October 11th, 2016 for approval, and was approved.

#### *c. Preparation of the school's annual budget and plan*

Will be discussed further at the next SAC meeting, in regards to academic program implementations targeting student's area of need.

### **2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

This item will be discussed at the next SAC meeting.

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

Yes

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

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Shaker, Nathan	Principal
McDonagh, Mark	Teacher, K-12
Balzano, Christopher	Teacher, K-12
Eckhardt, Trent	Assistant Principal
Larson, Connie	Instructional Coach
Paul, Tia	Instructional Coach
Mraz, Crystal	Assistant Principal

#### b. Duties

##### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Planning for Learning- Fostering PLC Groups, Collaboration between Reading and the Content Areas  
 Writing Across the Content Areas- Evidence Based Questions and Response, Close Reads, Thought Questions in Compass  
 Rigor- Levels of Questioning, Higher Leveled Text, Close Reads, Evidence Based Questions and Response  
 Eagles Rally to Achieve Initiative- Continuation of school wide initiative incorporating vocabulary and critical thinking activities.  
 One Book, One School Program-  
 Maintaining high achievement in upper level readers through implementation of the Focus calendar and weekly assessments used to drive instruction.

### D. Public and Collaborative Teaching

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

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

Staff will engage in weekly PLC Meetings in order to work and plan in their content areas. The structure of the meetings will allow the staff to share essential information with one another, and work on developing their skills in their content area/grade level. This will allow for time team planning, developing quarterly pacing guides, sharing instructional strategies, and review common data..

##### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Meet regularly with new teachers to facilitate transition to school and professional development opportunities, APPLES, Osha training, mentoring plan etc.  
 Conducts regular surveys to determine employee satisfaction and maintain staff morale. Recognizes and rewards staff performance through PBS and monthly Employee recognition program.  
 Assign administrator to each grade level to ensure all employees have a direct line of support for problem solving.  
 Offer stipends and additional opportunities for qualified staff members to develop leadership within the school.  
 Provide opportunities for staff members to attend training and PD at district level; i.e. coach meetings,

MTSS training etc.

Maintain updated records of certifications, endorsements, etc.

Attend district job recruitment fair.

Partner with FGCU to house and support education internships.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Veteran teachers/instructional staff with well established techniques to use in the classroom as well as strong classroom management and comfort level with school operations will pair with new teachers and conduct the following: non-evaluative observation, meetings helping with developing behavior management skills, and getting to know our school culture.

New teachers will meet every other Tuesday to conference regarding questions/concerns regarding their first year with PLDMS. Led by Crystal Mraz.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

Paul Laurence Dunbar Middle School ensures that its core instructional programs and materials are aligned with Florida's standards on a daily basis. The process of classroom walkthroughs/observation conducting by Administration, ensures that the lessons and instructional methods are rooted in standard based instruction. The staff at PLDMS develop in their content areas common methods of grading students driven by the standards; with district based academic plans as a guide. Common assessments are developed within the content area learning community to ensure data sharing; and team planning that are driven by Florida's standards. Cross curriculum standards expectations are shared by the PLDMS leadership team; to ensure they are supported in all content areas. Standard based pacing guides are designed in the content areas that ensure the standards and materials being used are effective in the learning process.

#### **b. Instructional Strategies**

##### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Paul Laurence Dunbar middle School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions. data is reviewed using a reflective, and projection purpose. Common assessment data will be shared within departments and the school, in order to modify pacing, instruction and maintain academic rigor. This data is used to identify those students who may benefit from an extended school day (super study session), as well as used to group student during cooperative learning in the classroom. This along with Lexile data gained from Teenbiz (Achieve 3000) program is used to monitor progress and provide areas where intervention and enrichment may be needed.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 7,200

Super Study Sessions:

Students are able to stay after school Tuesday through Thursday for a total of 32 weeks to receive support in core academic subjects with certified staff members.

**Strategy Rationale**

This extended time will allow staff and students to have extra support beyond the school day with small group instruction, and peer learning.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students grades are monitored regularly. Certified teachers are present and continuously monitoring and ensuring that students are focused on academics.

**Strategy:** After School Program

**Minutes added to school year:**

After school clubs/intermurals:

Students are able to stay after school to participate in any of the following enrichment activities: Battle of the Books, Fellowship of Christian Athletes, Math Club etc. National Junior Honor Society, Student Government, Odyssey of the Mind, Band/Chorus, Drama Club, Intermural Sports (basketball, soccer, volleyball, cheer),

**Strategy Rationale**

Allow for students to engage in positive environment with peers, as well develop a sense of community at the school, in a non -academic setting.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student participation and performance is monitored by club leader (certified instructor).

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

N/A

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Career research  
State provided career information web site, FLChoices.org  
Self-assessments  
Career exploration  
High School / College planning

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

Create real world project-based documents utilizing current technology (Microsoft Office applications)  
Business letters  
Resumes  
Flyers  
Budget Spreadsheets  
Informative PowerPoint

Technical/Career content reading  
Career Information, TeenBiz.com & TeenTribune.com  
Basic computer concepts  
World Wide Web searches  
Business related soft skills

CAPE Academy (Career and Professional Education): iTech Advanced Technology Academy  
Florida Digital Certificate (coming soon, replaced Microsoft Certification)  
High School Credit upon successful completion of 8th grade Computing for College and Career coursework

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

AVID strategies, Cornell Notes, EAGLE Binder/Organization Strategies, Student Participation in Data chats,

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

NA

**II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

**A. Problem Identification**

**1. Data to Support Problem Identification**



### **b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

### **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### **C. Strategic Goals**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Paul Laurence Dunbar Middle will use results of assessments to improve individual student performance and improve instruction.
  
- G2.** Reduce suspension rate

## Strategic Goals Detail

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

**G1.** Paul Laurence Dunbar Middle will use results of assessments to improve individual student performance and improve instruction. 1a

G083001

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

**Targeted Barriers to Achieving the Goal** 3

- Poorly implemented instructional strategies
- Professional Development is not transferred into instruction

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Reading Resource Teacher
- TIF Teachers
- STAR / Compass Learning
- Intervention Teachers / Classrooms
- School Leadership
- Curriculum
- Master Schedule

**Plan to Monitor Progress Toward G1.** 8

STAR Percentile score

**Person Responsible**

Mark McDonagh

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Data charts in principals office

**G2. Reduce suspension rate** 1a

G083002

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	92.0

**Targeted Barriers to Achieving the Goal** 3

- Time for student development

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Teachers
- Reading Coach
- PLC Groups-focused on data analysis and problem solving cycle to reach student learning gains
- Paraprofessional Support
- Staff Development
- Parent Support
- Teacher Leaders
- Resource Teacers
- Restorative Justice

**Plan to Monitor Progress Toward G2.** 8

We will know if restorative justice practices are being effective by the OSS rate

**Person Responsible**

Nathan Shaker

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

OSS data will be posted in administration office

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
                                         Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Paul Laurence Dunbar Middle will use results of assessments to improve individual student performance and improve instruction. 1

G083001

**G1.B1** Poorly implemented instructional strategies 2

B220048

**G1.B1.S1** Provide instructional guidance and materials aligned with state standards 4

S232319

### Strategy Rationale

There is a current mismatch between materials and what the state standards are asking our students to be able to do, understand, and know.

### Action Step 1 5

Incorporate TIF teachers within the school to align data discussions with STAR and three week assessments

#### Person Responsible

Tia Paul

#### Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

Use of classroom data walls for three week assessments as well as STAR quarterly testing

### Action Step 2 5

Develop student data binders that include student planning/reflection

#### Person Responsible

Mark McDonagh

#### Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

Online data binder will be provided to each child on thier chrome book.

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

Administration will conduct classroom walkthroughs looking for classroom data walls that are updated

**Person Responsible**

Nathan Shaker

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Administration will use the end of year teacher evaluation to document use of classroom data walls

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

Teacher Leaders will provide training to teachers who need assistance setting up data walls and conducting classroom data chats.

**Person Responsible**

Tia Paul

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017


**Evidence of Completion**

Percentage of classrooms having up-to-date data walls

**G1.B2** Professional Development is not transferred into instruction **2**

 B220049

**G1.B2.S1** Develop strong leadership that is strategic and focused on instruction **4**

 S232320

**Strategy Rationale**

Increasing effective instruction will increase student achievement

**Action Step 1** **5**

Administration will conduct classroom walkthroughs

**Person Responsible**

Nathan Shaker

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Classroom walk through data

**Action Step 2** **5**

TIF teachers will model lesson on effective instruction

**Person Responsible**

Tia Paul

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Daily log will be filled out regarding use of TIF time



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

Administrators will walk into teacher classrooms looking at instructional delivery

**Person Responsible**

Nathan Shaker

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Record of meeting between teacher and administrator as needed

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

We will know if professional development is being utilized in the classroom to increase achievement by analysing STAR reports by teacher.

**Person Responsible**

Mark McDonagh

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Analysing quarterly student STAR reports for gains will provided data of effectiveness of the delivery of instruction.

## G2. Reduce suspension rate 1

G083002

### G2.B1 Time for student development 2

B220052

**G2.B1.S1** Provide an environment that provides students an alternative to OSS in order for them to learn from their mistakes 4

S232322

#### Strategy Rationale

Sometimes students do not know any other way to demonstrate how they feel. Providing them an alternative to OSS provides them the opportunity to learn from their mistakes and learn replacement behaviors

#### Action Step 1 5

Use of restorative justice practices will become commonplace in the school building

##### Person Responsible

Nathan Shaker

##### Schedule

Quarterly, from 8/10/2016 to 5/26/2017

##### Evidence of Completion

Professional development will be provided to all staff members. Use of practices will be documented in teacher lessons plans. Hiring of a restorative justice coordinator who will conduct circles on a weekly basis for those students who are in need.

#### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will run out of school suspension rates quarterly and discuss the data

##### Person Responsible

Nathan Shaker

##### Schedule

Quarterly, from 8/10/2016 to 4/28/2017

##### Evidence of Completion

Data charts containing OSS rates will be posted in principles office

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Restorative justice practices will be used to provide students circles in which they can talk about how they can remain in the classroom and learning

**Person Responsible**

Vincent Lewis














**Schedule**

Weekly, from 8/10/2016 to 4/28/2017

***Evidence of Completion***

Mr. Lewis will document in Castle those students who participate in the circle

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G2.B1.S1.MA1  M300983	Restorative justice practices will be used to provide students circles in which they can talk about...	Lewis, Vincent	8/10/2016	Mr. Lewis will document in Castle those students who participate in the circle	4/28/2017 weekly
G2.B1.S1.MA1  M300984	Administration will run out of school suspension rates quarterly and discuss the data	Shaker, Nathan	8/10/2016	Data charts containing OSS rates will be posted in principles office	4/28/2017 quarterly
G1.MA1  M300982	STAR Percentile score	McDonagh, Mark	8/10/2016	Data charts in principals office	5/26/2017 quarterly
G2.MA1  M300985	We will know if restorative justice practices are being effective by the OSS rate	Shaker, Nathan	8/10/2016	OSS data will be posted in administration office	5/26/2017 quarterly
G1.B1.S1.MA1  M300978	Teacher Leaders will provide training to teachers who need assistance setting up data walls and...	Paul, Tia	8/10/2016	Percentage of classrooms having up-to-date data walls	5/26/2017 monthly
G1.B1.S1.MA1  M300979	Administration will conduct classroom walkthroughs looking for classroom data walls that are updated	Shaker, Nathan	8/10/2016	Administration will use the end of year teacher evaluation to document use of classroom data walls	5/26/2017 monthly
G1.B1.S1.A1  A297234	Incorporate TIF teachers within the school to align data discussions with STAR and three week...	Paul, Tia	8/10/2016	Use of classroom data walls for three week assessments as well as STAR quarterly testing	5/26/2017 every-3-weeks
G1.B1.S1.A2  A297235	Develop student data binders that include student planning/reflection	McDonagh, Mark	8/10/2016	Online data binder will be provided to each child on thier chrome book.	5/26/2017 every-3-weeks
G1.B2.S1.MA1  M300980	We will know if professional development is being utilized in the classroom to increase achievement...	McDonagh, Mark	8/10/2016	Analysing quarterly student STAR reports for gains will provided data of effectiveness of the delivery of instruction.	5/26/2017 quarterly
G1.B2.S1.MA1  M300981	Administrators will walk into teacher classrooms looking at instructional delivery	Shaker, Nathan	8/10/2016	Record of meeting between teacher and administrator as needed	5/26/2017 daily
G1.B2.S1.A1  A297236	Administration will conduct classroom walkthroughs	Shaker, Nathan	8/10/2016	Classroom walk through data	5/26/2017 quarterly
G1.B2.S1.A2  A297237	TIF teachers will model lesson on effective instruction	Paul, Tia	8/10/2016	Daily log will be filled out regarding use of TIF time	5/26/2017 monthly
G2.B1.S1.A1  A297238	Use of restorative justice practices will become commonplace in the school building	Shaker, Nathan	8/10/2016	Professional development will be provided to all staff members. Use of practices will be documented in teacher lessons plans. Hiring of a restorative justice coordinator who will conduct circles on a weekly basis for those students who are in need.	5/26/2017 quarterly

## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Incorporate TIF teachers within the school to align data discussions with STAR and three week assessments	\$0.00
2	G1.B1.S1.A2	Develop student data binders that include student planning/reflection	\$0.00
3	G1.B2.S1.A1	Administration will conduct classroom walkthroughs	\$0.00
4	G1.B2.S1.A2	TIF teachers will model lesson on effective instruction	\$0.00
5	G2.B1.S1.A1	Use of restorative justice practices will become commonplace in the school building	\$0.00
<b>Total:</b>			<b>\$0.00</b>