



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Dunbar Community School

1857 HIGH ST

Fort Myers, FL 33916

239-334-2941

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

School Demographics

School Type Other School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Dunbar Community School

Principal

Charles Dailey

School Advisory Council chair

Margaret Tolbert

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Charles B. Dailey	Principal
Lawrence M. Gehlhausen	Assistant Principal
Bettye Walker	Confidential Secretary

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC consists of 16 voting members. All are voting, with one elected officer, the Chairperson. The membership is as follows:

1. M. Yolonda Beckworth - member
2. Morris C. Brown, Jr. - member
3. Wilmer W. Carter, Sr. - member
4. Janice Cass - member
5. Taunya Cola - member
6. Charles B. Dailey - member
7. Thelma L. Davis - member
8. Louise Hicks - member
9. Booker Hill - member
10. Carolyn Kaye Howard - member
11. Janice Jones - member
12. Carmin Bethea McClary - member
13. Lemuel Teal

- 14. Nancy Simms - member
- 15. Levon Sims - member
- 16. Margaret Tolbert - Chairperson
- 17. Bettye Walker - Secretary
- 18. Walt Wesley - member
- 19. Fredrick White - member

Involvement of the SAC in the development of the SIP

The SAC provided input to the development of the plan during a regularly scheduled meeting and voted to approve the plan, once it was complete.

Activities of the SAC for the upcoming school year

The SAC will meet quarterly to plan special activities at the school and to advise the Principal on policy issues.

Projected use of school improvement funds, including the amount allocated to each project

The school receives no school improvement funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Charles Dailey

Principal

Years as Administrator: 30

Years at Current School: 8

Credentials

Batchelor of Science
Master of Science

Performance Record

Lawrence M. Gehlhausen

Asst Principal

Years as Administrator: 8

Years at Current School: 0

Credentials

Batchelor Degree in Military Science
 Master's Degree in Psychology
 Master's Degree in Education
 Education Specialist's Degree in Educational Leadership

Performance Record**Classroom Teachers****# of classroom teachers**

15

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

0%

certified in-field

0, 0%

ESOL endorsed

4, 27%

reading endorsed

2, 13%

with advanced degrees

1, 7%

National Board Certified

, 0%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

9, 60%

with 15 or more years of experience

6, 40%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The Principal personally meets with each teacher on the staff for purposes of mentoring, developing, and retaining highly qualified , effective teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Principal personally meets with each teacher on the staff for purposes of mentoring, developing, and retaining highly qualified , effective teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Each entering student is assessed in the core academic areas, upon initial registration, using the TABE test to determine specific areas of academic need. Data from the TABE test is used to place the students in a classroom tailored to the student's academic need. Teachers are selected for each classroom based on their unique qualifications that match the needs of the classroom group. Within those classroom groups, students are organized into academic centers that allow differentiated instruction in each individual classroom. Teachers are monitored in the classroom by the administrators through a series of classroom walkthroughs, and individual support is offered to the teachers based on those classroom visits.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

- * The Principal provides leadership and oversight of the school's MTSS and the SIP process, in addition to providing direct support to the teaching staff.
- * The Assistant Principal researches all statutory requirements, administrative rules, and School Board policies. Under the supervision of the Principal, he develops suggestions for modifications of existing processes and procedures. Under the direction of the Principal, he provides direct support to the teachers.
- * The confidential secretary keeps records of all of the associated administrative processes.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school district's adult education data system, "Curly", is used to monitor the correct placement of students by academic need, student attendance, and student performance on standardized assessments. A daily survey of the data is conducted by the assistant principal, the career path counselor, and the attendance clerk in order to monitor fidelity of the school's MTSS and SIP.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

In addition to the Curly automated system, teachers maintain student data folders on every student. The data folders contain examples of student work and the results of both formal and informal assessments.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Periodic staff and faculty meetings are held to increase understanding of MTSS and build capacity in data-based problem solving. Since the student body consists of adults, parental involvement is not part of the process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program
Minutes added to school year: 0

The adult education program is a year-round program.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lawrence Gehlhausen	Assistant Principal
Judy Peck	Teacher
Helen Hicks-Wiley	Teacher
Jayne Jensen	Teacher

How the school-based LLT functions

Meetings are conducted on-line, as a distributed process.

Major initiatives of the LLT

The major initiative of the LLT this year is to establish vertical alignment of the reading curriculum between the PreGED and GED classes.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

In each subject area, the teachers specifically include reading strategies pertinent to that subject area. Explicit reading strategies are applied to subject specific content to prepare students for contact with that content in the real world.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Dunbar Community School uses Career Pathways to promote academic and career planning. Career Pathways is a series of connected student support services that enable individuals to secure a job or advance in an industry or occupation. Career Pathways focus on easing and facilitating student transition from the adult education program to community college, career center, or the workforce.

Strategies for improving student readiness for the public postsecondary level

N/A.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 10: Additional Targets

Additional targets for the school

Reduce the percentage of students withdrawing prior to the end of the semester.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Dunbar Community School will reduce the percentage of students withdrawing prior to the end of the semester by at least 10%.	362	40%	30%

Goals Summary

G1. Reduce the school-wide withdrawal rate.

Goals Detail

G1. Reduce the school-wide withdrawal rate.

Targets Supported

Resources Available to Support the Goal

- Teachers
- Administrators
- Website
- Telephone
- E-mail
- Curly
- Attendance clerk
- Career path counselor

Targeted Barriers to Achieving the Goal

- Student absences

Plan to Monitor Progress Toward the Goal

Examine the withdrawal rate for the semester.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

At the end of each semester.

Evidence of Completion:

The withdrawal percentage will be at least 10 percent below the percentage for the corresponding semester in the previous year.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Reduce the school-wide withdrawal rate.

G1.B1 Student absences

G1.B1.S1 Language appropriate phone calls will be made to students with excessive absences. The contacts will be made early enough and frequently enough to prevent withdrawal of the student due to non-attendance.

Action Step 1

Make phone calls.

Person or Persons Responsible

Teachers (Pre GED & GED), Career Path Counselor (non Kreyol ESOL), and Attendance Clerk (Kreyol ESOL).

Target Dates or Schedule

When students have three consecutive absences.

Evidence of Completion

Weekly report to the assistant Principal.

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

Compare reports of student contacts with the attendance reports.

Person or Persons Responsible

Assistant Principal.

Target Dates or Schedule

Every Friday.

Evidence of Completion

Students with three or more consecutive absences will appear on the report of student contacts.

Plan to Monitor Effectiveness of G1.B1.S1

Examine the percentage of withdrawn students.

Person or Persons Responsible

Assistant Principal.

Target Dates or Schedule

At the end of each semester.

Evidence of Completion

Percentage of withdrawn students has declined by 10% from the same program in the corresponding semester of the previous year.

G1.B1.S2 Add specific information about the attendance policy on the school website.

Action Step 1

Add information about the attendance policy to the school website.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

No later than August 30, 2013.

Evidence of Completion

School website.

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

Specific information about the attendance policy appears on the school website.

Person or Persons Responsible

Assistant principal.

Target Dates or Schedule

September 5th, 2013.

Evidence of Completion

School website.

Plan to Monitor Effectiveness of G1.B1.S2

Sample survey of students concerning the information on the website.

Person or Persons Responsible

Assistant Principal.

Target Dates or Schedule

September 5th, 2013.

Evidence of Completion

Surveys.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

All program requirements will be funded through the Adult Education Department of the Lee County School District.