2013-2014 SCHOOL IMPROVEMENT PLAN

Dunbar High School

3800 E EDISON AVE

Fort Myers, FL 33916

239-461-5322

http://dhs.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	81%

Alternative/ESE Center	Charter School	Minority Rate
No	No	82%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	B	B	A	A

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 High School

Principal
Carl Burnside

School Advisory Council chair
Melissa Bednarek

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

Name	Title
Carl C. Burnside	Principal
Matt Miller	Assistant Principal, Curriculum
Jill Klausing	Dept. Head-Reading
Patty Loverock	Reading Coach
Kim Ward	AVID, Resource Teacher
Tara Tomlinson	TIF-Math
Phil Savage	TIF-Math
Gayle Baisch	TIF-Reading/Language Arts
Catherine Griffin	TIF-Science/Science Dept. Head
Justin Gallon	Dept. Head-Social Studies
Frank Savage	Dept. Head-Math
Denise Spence	Coordinator-ATE Program
Kurt Terry	RTTT Teacher
Melody Madigan	Guidance/AVID Guidance Counselor

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

Community/SAC Chair: Melissa Bednarek-W
Teacher/DAC: Marie Dupuy-B
Teacher/DAC Alt: Kim Ward-W
Administrator: Carl Burnside-B
Business Community: John Spence-W
Support Staff: Geraldine Maldonado-H
Support Staff: Nohora Robayo-H
Student: Jake Loredo-H
Student: Johnny Cruz-H
Parent: Joe Leal-H
Parent: Carey Fells-W

Involvement of the SAC in the development of the SIP

In the development of SAC, besides being involved with some of the planning pieces of the SIP, they will also be involved with the approval of the SIP.

Activities of the SAC for the upcoming school year

Parental Involvement With the Teaching and Learning Process

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

Any funding available will focus on the support of teaching and learning.

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Carl Burnside		
Principal	Years as Administrator: 17	Years at Current School: 13

Credentials	BS in Mathematics Education: Florida State University MS in Mathematics Education: University of South Florida MS in Educational Leadership: University of South Florida
Performance Record	School Grades: 2012-13: Not Yet Available 2011-12: B 2010-11: A 2009-10: A 2012: Lee County Principal of the Year 2012: Nominee for Florida Principal of the Year Current Member of the Commissioner's Leadership Academy • Selected as one of 4 finalists for FCTL Innovative Principal of the Year award for Florida-2008 • Selected & attended Harvard Univ. Graduate School Programs in Professional Education-2007 • Requested by FLDOE to serve as a member of the FCAT Math Test Item Specification Team in Jacksonville, FL-2005, 2008 • Principal Representative for the Lee Cty. School District Negotiation Team-2004-2009 • Dunbar High School received commendation letter from Gov. Jeb Bush as one of the top 50 high school in the state of Florida that made the most year-to-year progress in school greades-2006 • Selected for Principal Promise Project-FSU • Selected as Distinguished Alumni Award Winner-Public Schools by FSU College of Education Alumni Association • Dunbar High School twice received Magnet Schools of America Merit Award • Dunbar High School recognized by Microsoft Corp as the Only Microsoft Certified High School in the Nation • Dunbar High School recognized as one of the top 15 Innovative Technology Programs in the nation by Technology Horizons in Education • Dunbar's Academy for Technology Program finalist of IT Leadership- Southwest Division Awards by ITFlorida • Recognized by CompTIA Education Foundation as a Model School • Dunbar High School received a commendation letter from Gov. Charlie Crist and Commissioner Eric Smith for receiving School Recognition Funds for moving from a grade of "C" to a grade of "B"-2008 • Received a visit from Commissioner Eric Smith regarding the achievements of the Dunbar magnet program as well as performance on the FCAT-April 2009

Andrew Biggar		
Asst Principal	Years as Administrator: 7	Years at Current School: 6

Credentials	• BA-History: Univ. of Florida • MS-Educ. Leadership: Nova Southeastern Univ.
Performance Record	2012-13: Pending 2011-2012: B • Math – Increased from 58% to 65% Meeting High Standards in Math • Writing – Increased from 81% to 84% Meeting High Standards in Writing 2010-11: School Grade - A • Reading: 41% • Math: 58% • Writing: 81% (School Grade) 93% (AYP) • Science: 38% • Reading Gains: 64% • Math Gains: 67% • Lowest Quartile-Reading: 66% • Lowest Quartile-Math: 59% • Bonus Points for Retakes: 10 2009-2010 Grade-A • Reading Mastery: 39% • Math Mastery: 62% • Science Mastery: 17% • Writing Mastery: 82% School Grade 92% AYP

Toni Hause		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	• BA-Psychology: Univ. of Central Florida • MS-Educ. Leadership: Nova Southeastern Univ.
Performance Record	2012-13: Pending 2011-2012: B • Math – Increased from 58% to 65% Meeting High Standards in Math • Writing – Increased from 81% to 84% Meeting High Standards in Writing 2010-11: School Grade - A • Reading: 41% • Math: 58% • Writing: 81% (School Grade: Score 3.5 or higher) 93% (AYP: Score: 3.0 or higher) • Science: 38% • Reading Gains: 64% • Math Gains: 67% • Lowest Quartile-Reading: 66% • Lowest Quartile-Math: 59% • Bonus Points for Retakes: 10 2009-2010 School Grade - A • Reading Mastery: 39% • Math Mastery: 62% • Science Mastery: 17% • Writing Mastery: 82% (School Grade: 3.5 or higher) 92% (AYP: 3.0 or higher)

Matthew Miller		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	BS in Computer Science: Shippensburg University-2001 M.Ed in Curriculum and Instruction: Florida Gulf Coast University-2009 M.Ed in Educational Leadersip: Florida Gulf Coast University-2011
Performance Record	2012-13: Pending 2011-2012: B • Math – Increased from 58% to 65% Meeting High Standards in Math • Writing – Increased from 81% to 84% Meeting High Standards in Writing 2010-11: School Grade - A • Reading: 41% • Math: 58% • Writing: 81% (School Grade: Score 3.5 or higher) 93% (AYP: Score: 3.0 or higher) • Science: 38% • Reading Gains: 64% • Math Gains: 67% • Lowest Quartile-Reading: 66% • Lowest Quartile-Math: 59% • Bonus Points for Retakes: 10 2009-2010 School Grade - A • Reading Mastery: 39% • Math Mastery: 62% • Science Mastery: 17% • Writing Mastery: 82% (School Grade: 3.5 or higher) 92% (AYP: 3.0 or higher) HONORS AND CERTIFICATIONS •Lee County School District 2009-10 Career and Technical Education Teacher of the Year PROFESSIONAL AND LEADERSHIP EXPERIENCES •Member of the Dunbar High School A+ Team (2009-Present) •Member of the Dunbar High School Core Instructional Team (2012-Present) •Created a comprehensive, semi-automated school grade tracking and prediction system that played a key role in assisting Dunbar High School achieve its first two "A" ratings in the Florida School Grading System. •Developed a monitoring and motivation system for Dunbar High School Dual-Enrollment students. •Presented at the 2011 Florida Educational Technology Conference on the topic of Certified Success.

Instructional Coaches

# of instructional coaches

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Patty Loverock		
Full-time / School-based	Years as Coach: 4	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BRE – Bachelor of Recreation Education, University of British Columbia, Vancouver, Canada 1976 MA – Journalism: University of Western Ontario, London, Canada 1980
Performance Record	2012-13: Dunbar High School • Reading Proficiency: Increased from (Pending) • Percent Making Reading Gains: Increased from (Pending) • Percent of Bottom Quartile Making Reading Gains: Increased from (Pending) 2011-12: Island Coast High School • Reading Proficiency: Increased from 36% to 42% • Percent Making Reading Gains: Increased from 47% to 58% • Percent of Bottom Quartile Making Reading Gains: Increased from 48% to 68% 2010-11: Ft. Myers High School • Reading Proficiency: Remained at a high of 75% • Percent Making Reading Gains: Increased from 63% to 67% • Percent of Bottom Quartile Making Reading Gains: Increased from 41% to 53%

Gayle Baisch		
Part-time / School-based	Years as Coach: 9	Years at Current School: 0

Areas	Reading/Literacy, Data
Credentials	BA in Early Childhood/Elementary Education: University of South Florida- 1982 MA in Curriculum with Reading: Grand Canyon University- 2010 Endorsements in Media, Gifted, ESOL, Reading all K-12
Performance Record	2012-13: Heights Elementary-B 2011-12: Heights Elementary-A 2010-11: Heights Elementary-A

Catherine Griffin

Part-time / School-based	Years as Coach: 0	Years at Current School: 12

Areas	Science, Data
Credentials	BS in Secondary Science Education from Florida State University
Performance Record	2012-13: Dunbar High School-Grade Pending 2011-12: Dunbar High School-B 2010-11: Dunbar High School-A 2009-10: Dunbar High School-A

Phillip Savage

Part-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Mathematics, Data
Credentials	BS in Civil Engineering: University of Florida-2009 Certification in Math 6-12 Endorsed in Gifted Math
Performance Record	2012-13: Varsity Lakes Middle School-A 2011-12: Varsity Lakes Middle School-A 2010-11: Varsity Lakes Middle School-A

Tara Tomlinson

Part-time / School-based	Years as Coach: 0	Years at Current School: 2

Areas	Mathematics, Data
Credentials	BA in Psychology with Math (Psychometrics): University of North Florida-2008
Performance Record	2012-13: Dunbar High School • Grade Pending 2011-12: Dunbar High School •School Grade-B 2010-11: Bradford High School •School Grade-C •Math Pass Rate: 91%

Classroom Teachers

# of classroom teachers
70

 # receiving effective rating or higher
65, 93%

 # Highly Qualified Teachers
99%

 # certified in-field
69, 99%

 # ESOL endorsed
66, 94%

 # reading endorsed
12, 17%

 # with advanced degrees
25, 36%

 # National Board Certified
0, 0%

 # first-year teachers
4, 6%

 # with 1-5 years of experience
27, 39%

 # with 6-14 years of experience
27, 39%

 # with 15 or more years of experience
12, 17%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

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

Recruitment:
Mr. Burnside attends recruiting fairs, if available, and utilizes on-line resources to recruit teachers. In addition, he directly contacts various colleges and universities. On-line resources include Teach-inFlorida.com, as well as the district PeopleSoft program.
Retention:
Administration meets weekly with new teachers. The teachers are encouraged to bring forward issues of concern or confusion. Administration also attempts to anticipate upcoming events for which new teachers may need additional support. In addition, through classroom observations and

conversations, training is made available to teachers to assist them in being successful in the classroom.

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

Our new teachers that are part of the District APPLES program have been paired with experienced mentors that hold particular strengths in the areas where the new teachers feel as though they need to develop. Each mentor utilizes effective classroom management skills that will benefit the mentee. Formal classroom observations are conducted including pre and post-observation conferences to discuss areas of focus for the observation as well as to report and reflect on the observation. A plan for growth is then created and set in motion. The pairings are as follows with the new teacher listed first and the mentor listed second:
Blacketer, Amanda -- Tomlinson, Tara
Irving, Leroy -- Donnell, Dwayne
Kayne, Kimberly -- Spence, Denise
LaManna, Todd -- Metz, Laurie
Thomas III, Guy --- Loverock, Patricia
Vona, Maria -- Loverock, Patricia
Our Teacher Incentive Fund (TIF) teachers regularly work with and mentor a variety of other teachers around the school. They touch base with teachers, setup observations, and have follow up meetings about strengths to build upon as well as other areas for growth. The TIF teachers are as follows:
Baisch, G.
Griffin, C.
Savage, P.
Tomlinson, T.

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

The MTSS Problem-Solving Team at Dunbar High School meets as needed 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 Response to Intervention Manual. The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings

• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals 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
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance 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

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

The MTSS 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.

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

Leadership team will utilize the PLC process to support and monitor all of the components of 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

Dunbar High School utilizes the district adopted data management systems, Pinnacle Analytics and Achievement Series. 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.

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

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problemsolving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

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: Before or After School Program
Minutes added to school year: 30,000

A variety after school tutoring programs are offered in the areas of reading, mathematics, science, and college readiness. These programs each incorporate research-based Kagan and Marzano structures/strategies.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students sign in to all tutoring sessions and FCAT/EOC testing data will be analyzed and compared to students not attending tutoring in order to determine the effectivess of this strategy.

Who is responsible for monitoring implementation of this strategy?

Each teacher will report on a monthly basis to the Principal / APC regarding attendance, research-based structures/strategies, and the group will analyze data after collection.

Literacy Leadership Team (LLT)

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

Name	Title
Matt Miller	Assistant Principal, Curriculum
Patty Loverock	Reading Coach
Jill Klausing	Dept. Head-Reading
Audrey Hyder	Reading Teacher
Nina Hart-Barnes	Reading Teacher
Mary Bartran	Reading Teacher
Mary Simpson	Reading Teacher
Tia Borstelman	Reading Teacher
Denise Spence	Coordinator-ATE Program
Barb Raymond	Foreign Language Teacher
Maria Vona	Reading Teacher
Gayle Baisch	TIF-Reading/Language Arts
Cheyenne Brown	P.E. Teacher
Heather Carter	Math Teacher
Janis Chilen	English Teacher
Zach Hopple	Social Studies Teacher
Frank Perry	Science Teacher
Toni Hause	Assistant Principal
Carl C. Burnside	Principal

How the school-based LLT functions

The Literacy Leadership Team meets monthly to discuss pertinent literacy issues at the school. Its main purpose is to disaggregate the literacy data to make data-driven decisions about how literacy programs at the school will proceed.

Major initiatives of the LLT

• Members will become knowledgeable in the use of the following data gathering sources:
• Performance Matters
• FCAT Data Inquiry
• Members will use the data to make data-driven decisions about reading at DHS.
• Member will use the data to identify key issues, inform leadership decisions, and drive instruction.

Every Teacher Contributes to Reading Instruction

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

•TRU Time once a week in all classes (Sustained Silent Reading)
•Kagan, Marzano, and WICOR Strategies used school-wide.
•The reading coach and the TIF teachers assist teachers with appropriate reading strategies for their content area.
•Administration conducts regular classroom walk-throughs.
Words of the Week
Content Area Reading
Achieve 3000 with Reading and content area classes
FCAT Explorer

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

1. Crosswalking the curriculum
2. Cross-curricular planning and instruction
3. Integrated Science
4. ATE Program
5. ADE Program
6. Academy of Game Design
7. Technology and Business courses
8. Biomedical Academy - Project Lead the Way
9. Engineering Academy - Project Lead the Way
10. AVID Program

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

1. 9th grade students take a course titled Introduction to Information and Technology, which gives them the opportunity to explore different career opportunities, to learn about financial planning, to plan for post-secondary education, and to set goals for the future.
2. The guidance department meets with each student individually to review academic history and to select courses each spring.
3. Dunbar offers dual enrollment and College Readiness courses.

4. Dunbar offers students a Critical Thinking and Study Course to assist them in college readiness.
5. Dunbar is an AVID school. Students involved in the AVID program research careers and colleges/ technical institutes during their AVID period.
5. Dunbar offers mentoring to all students through TEAM Time. Academic progress and planning, character education, and post-secondary planning are all part of TEAM Time.

Strategies for improving student readiness for the public postsecondary level

1. Dunbar offers dual enrollment and college readiness courses.
2. Dunbar is an ACT and an SAT test site.
3. Dunbar offers assistance to students in registering for college entrance exams.
4. Dunbar offers student workshops in ACT and SAT.
5. Edison State College visits Dunbar twice a year to administer the PERT.
6. Colleges and universities make regular visits to Dunbar to discuss college opportunities with students.
7. Dunbar is in its fifth year of implementation of the AVID program (includes Grades 9, 10, 11, and 12).

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 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	36%	No	59%
American Indian				
Asian				
Black/African American	45%	27%	No	51%
Hispanic	58%	34%	No	62%
White	74%	62%	No	77%
English language learners	23%	4%	No	31%
Students with disabilities	35%	24%	No	42%
Economically disadvantaged	51%	31%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	21%	29%
Students scoring at or above Achievement Level 4	140	15%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		75%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	270	54%	59%
Students in lowest 25% making learning gains (FCAT 2.0)	124	65%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	41	35%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	28%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	31%	38%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	90	49%	54%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	114	43%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		55%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%	66%	Yes	43%
American Indian				
Asian				
Black/African American	34%	55%	Yes	41%
Hispanic	38%	47%	Yes	45%
White	41%	79%	Yes	47%
English language learners				
Students with disabilities	43%	41%	No	49%
Economically disadvantaged	36%	65%	Yes	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		75%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	301	81%	83%
Students in lowest 25% making learning gains (EOC)	75	59%	63%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	73	40%	46%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	38%	43%
Students scoring at or above Achievement Level 4	19	9%	11%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	29%	37%
Students scoring at or above Achievement Level 4	62	63%	43%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		71%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	36%	43%
Students scoring at or above Achievement Level 4	48	15%	18%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		12
Participation in STEM-related experiences provided for students	50	4%	6%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	350	38%	45%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		92%	96%
Students taking one or more advanced placement exams for STEM-related courses	32	9%	12%
CTE-STEM program concentrators	62		68
Students taking CTE-STEM industry certification exams	341	37%	45%
Passing rate (%) for students who take CTE-STEM industry certification exams		71%	80%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	350	38%	45%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	350	100%	100%
Completion rate (%) for CTE students enrolled in *accelerated* courses		92%	96%
Students taking CTE industry certification exams	341	37%	45%
Passing rate (%) for students who take CTE industry certification exams		71%	75%
CTE program concentrators	62	20%	24%
CTE teachers holding appropriate industry certifications	7	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	144	13%	11%
Students in ninth grade with one or more absences within the first 20 days	123	50%	45%
Students in ninth grade who fail two or more courses in any subject	68	28%	20%
Students with grade point average less than 2.0	225	24%	16%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	251	27%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	28	3%	2%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	130	75%	78%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	37	65%	69%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	130	79%	81%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Open House/Title I Annual Meeting:
Each teacher provides expectations of student achievement; what students need to know and be able to do. Teachers will provide parents activities to help their children at home.
Title I/Sac Meeting:
Presentation of the Academic Plan Discussion regarding its implementation. Parents are given the opportunity to provide input into the School Improvement activities and expenditure of School Improvement funds.
Provide sessions with parents to help them select the most appropriate courses for their student:
Increase the level of involvement of parents who become active in the decisions made at the school.
Notify parents about school functions, when students are absent, tardy, suspended, etc.:

Parents are given the opportunity to provide input into the School Improvement activities and expenditure of School Improvement funds.
Provide training to parent on how to use ParentLink, FCAT Explorer, and Achieve 3000:
Increase communication with parents; provide updates on school functions in multiple languages.
Provide specific strategies for parents to use to help their children with the skills being taught in the current month through the school newsletter:
Increase communication with parents; provide updates on school functions in multiple languages

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
1. Open House/Title I Annual Meeting Attendance	950	100%	100%
2. Title I/Sac Meeting Attendance	95	10%	15%
3. Increase the level of involvement of parents who become active in the decisions made at the school	650	69%	72%
4. Parents are given the opportunity to provide input into the School Improvement activities and expenditure of School Improvement funds	50	5%	10%
5. Increase communication with parents; provide updates on school functions in multiple languages	950	100%	100%
6. Provide training to parent on how to use ParentLink, FCAT Explorer, and Achieve 3000	35	3%	10%
		%	%
		%	%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- TIF (Teacher Incentive Fund) teacher positions
- Teachers (whole faculty)
- Wealth of available data
- Administrative support
- PLCs (Professional Learning Communities)
- Technology Tools
- Supplemental Materials
- Title I Funds
- Extracurricular Activities

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge related to successful PLC implementation

Plan to Monitor Progress Toward the Goal

Survey of members of PLCs concerning PLC implementation knowledge and comfort level.

Person or Persons Responsible

Principal (Burnside) and Assistant Principal, Curriculum (Miller)

Target Dates or Schedule:

11/10/13 for first review, ongoing through 5/28/14

Evidence of Completion:

Survey of members of PLCs, review of survey data

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Lack of teacher knowledge related to successful PLC implementation

G1.B1.S2 Develop a list of PLC topics (PLC meeting prompts) to provide direction

Action Step 1

Create a list of PLC meeting topics / prompts; common meeting time and materials needed.

Person or Persons Responsible

TIF Teachers (Baisch, Griffin, Savage, P., Tomlinson)

Target Dates or Schedule

9/16/13

Evidence of Completion

Delivery of topic list to Principal and Assistant Principal, Curriculum

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

Review of PLC topic list and walk-throughs of PLC meetings.

Person or Persons Responsible

Principal (Burnside) and Assistant Principal, Curriculum (Miller)

Target Dates or Schedule

9/20/13 for first review, ongoing through 5/28/14

Evidence of Completion

Documentation checklist created by Principal and Assistant Principal, Curriculum

Plan to Monitor Effectiveness of G1.B1.S2

Review PLC minutes to verify use of PLC topics list

Person or Persons Responsible

Principal (Burnside) and Assistant Principal, Curriculum (Miller)

Target Dates or Schedule

10/10/13 for first review, ongoing through 5/28/14

Evidence of Completion

Documentation checklist created by Principal and Assistant Principal, Curriculum

G1.B1.S3 TIF teacher support, before, during, and after PLC meetings

Action Step 1

Work with PLCs to model best practices; substitute teacher(s) needed for PD, materials needed.

Person or Persons Responsible

TIF Teachers (Baisch, Griffin, Savage, P., Tomlinson)

Target Dates or Schedule

10/10/13

Evidence of Completion

Delivery of PLC meeting minutes to Principal and Assistant Principal, Curriculum

Facilitator:

TIF Teachers

Participants:

TIF Teachers (Baisch, Griffin, Savage, P., Tomlinson)

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Review of PLC minutes, and walk-throughs of PLC meetings.

Person or Persons Responsible

Principal (Burnside) and Assistant Principal, Curriculum (Miller)

Target Dates or Schedule

10/10/13 for first review, ongoing through 5/28/14

Evidence of Completion

Documentation checklist created by Principal and Assistant Principal, Curriculum

Plan to Monitor Effectiveness of G1.B1.S3

Review of PLC minutes, walk-throughs of PLC meetings, feedback from TIF teachers and PLC members

Person or Persons Responsible

Principal (Burnside) and Assistant Principal, Curriculum (Miller)

Target Dates or Schedule

10/10/13 for first review, ongoing through 5/28/14

Evidence of Completion

Documentation checklist created by Principal and Assistant Principal, Curriculum

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

TITLE I, PART A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

TITLE I, PARTC-MIGRANT

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

TITLE I-PART D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

TITLE II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AYP. The PDP includes Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds
to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

TITLE III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

TITLE VI, PART B

TITLE X-HOMELESS

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the

end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

SUPPLEMENTAL ACADEMIC INSTRUCTION

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

VIOLENCE PREVENTION PROGRAMS

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

NUTRITION PROGRAMS

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

ADULT EDUCATION

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

CAREER AND TECHNICAL EDUCATION

The district provides extensive opportunity for Career and Technical Education, including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies. Dunbar High School Center for Math and Science, as part of a $3.3 million dollar federal grant, began the Academy for Technical Excellence. A school within the school, the Academy will allow enrolled students to earn Microsoft, Cisco and Comp-TIA network certifications. In 2011-12, DHS added the Academy for Game Design and Programming Excellence to further enhance the technology offered at the school. In 2011-12, DHS also added its STEM academies, Biomedical Sciences and Pre-Engineering College Preparatory. In 2012-13, both the Academy for Game Design and Programming Excellence and the STEM program added additional courses to their programs.

JOB TRAINING
The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.
OTHER
Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy 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), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Lack of teacher knowledge related to successful PLC implementation

G1.B1.S3 TIF teacher support, before, during, and after PLC meetings

PD Opportunity 1

Work with PLCs to model best practices; substitute teacher(s) needed for PD, materials needed.

Facilitator

TIF Teachers

Participants

TIF Teachers (Baisch, Griffin, Savage, P., Tomlinson)

Target Dates or Schedule

10/10/13

Evidence of Completion

Delivery of PLC meeting minutes to Principal and Assistant Principal, Curriculum

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	$5,000
	Total	$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Total
Title I funds	$3,000	$0	$3,000
Title I Funds	$0	$2,000	$2,000
Total	$3,000	$2,000	$5,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Lack of teacher knowledge related to successful PLC implementation

G1.B1.S2 Develop a list of PLC topics (PLC meeting prompts) to provide direction

Action Step 1

Create a list of PLC meeting topics / prompts; common meeting time and materials needed.

Resource Type

Other

Resource

1. Substitute teachers needed to allow common meeting/planning time for TIF teachers 2. Materials including paper, toner for copier, and other supplies

Funding Source

Title I funds

Amount Needed

$3,000

G1.B1.S3 TIF teacher support, before, during, and after PLC meetings

Action Step 1

Work with PLCs to model best practices; substitute teacher(s) needed for PD, materials needed.

Resource Type

Professional Development

Resource

1. Teachers that model best practices will attend PD workshops 2. Materials needed for faculty presentations

Funding Source

Title I Funds

Amount Needed

$2,000