2013-2014 SCHOOL IMPROVEMENT PLAN

Paul Laurence Dunbar K 8 Center

505 NW 20TH ST

Miami, FL 33127

305-573-2344

http://dunbarel.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	98%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	98%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
D	D	D	C	C

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.

Table of Contents

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
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Paul Laurence Dunbar K 8 Center

Principal
Ann Lewis M

School Advisory Council chair
Kimberly Johnson

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

Name	Title
Ann Lewis	Principal
Maria de Armas	Assistant Principal
Seres Victor	Reading Coach
Deedee Hinson	Reading Coach
Marta Torres	Math Coach
Shanika Brown	Science Coach
Ria Parasram	Psychologist
Pierre Alcindor	Social Worker
Kimberly Johnson	EESAC Chair
Ramon Roman	ELL Chair, Teacher
Lacresha Blue	SPED Chair, Teacher
Betty West	Gifted Teacher
Freddy Davis	Primary Chair
Susan Stern	Secondary Chair

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

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

Ann Lewis, Principal; Kimberly Johnson, EESAC Chair; Ramon Roman, UTD Steward; Betty West, Teacher; Susan Stern, Teacher; Deedee Hinson, Reading Coach; Aida Regueiro, Teacher; Tina Brown, BCR; Cassandra West, Parent; Mary Wallace, Parent; Willie Williams, BCR; Adrian McCartney, Educational Support; Deon Williams, Educational Support

Involvement of the SAC in the development of the SIP

The SAC is an active participant in the creation and revision of the SIP. The SAC meets on a monthly basis to analyze data and strategies that are working within the school.

Activities of the SAC for the upcoming school year

The upcoming activities include developing and monitoring the implementation of the School Improvement Plan. Reaching out to the community to obtain partners. Supporting FCAT Parent meeting events. Advertising and promoting meetings to increase parental involvement. Assisting the schools to create and analyze school climate surveys for parents and students.

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

Projectors $2000
Novels $500
FCAT Incentives $500

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:

Ann Lewis M		
Principal	Years as Administrator: 8	Years at Current School: 5

Credentials	Specific Learning Disability, BS., ESOL, MS., Certification, Educational Leadership K-12
Performance Record	13` 12` 11` 10` 09` School Grade: F D C C C School AYP: N N N N N High Standards Rdg 30 32 50 56 48 High Standards Math 39 32 54 47 52 Lrng Gains-Rdg 56 54 48 63 65 Lrng Gains-Math 66 54,54 60 53 AMO Reading X, 32 AMO Math X, 38

Maria deArmas		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Psychololgy, BS., Education, MS., Certification, Educational Leadership K-12, Elementary Education 1-6, Physical Education K-12, ESOL endorsement
Performance Record	13` 12` 11` 10` 09` School Grade: F D C C C School AYP: N N N N N High Standards Rdg 30 32 50 56 48 High Standards Math 39 32 54 47 52 Lrng Gains-Rdg 56 54 48 63 65 Lrng Gains-Math 66 54,54 60 53 AMO Reading X, 32 AMO Math X, 38

Instructional Coaches

of instructional coaches
4

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

DEEDEE HINSON		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9

Areas	Reading/Literacy
Credentials	Elementary Education, BS Elementary 1-6
Performance Record	13` 12` 11` 10` 09` School Grade: F D C C C School AYP: N N N N N High Standards Rdg 30 32 50 56 48 High Standards Math 39 32 54 47 52 Lrng Gains-Rdg 56 54 48 63 65 Lrng Gains-Math 66 54,54 60 53 AMO Reading X, 32 AMO Math X, 38

SERES VICTOR		
Full-time / School-based	Years as Coach: 7	Years at Current School: 2

Areas	Reading/Literacy
Credentials	English 6-12, BA Educational Leadership K-12, MA Reading Endorsement
Performance Record	13` 12` 11` 10` 09` School Grade: X D C C F School AYP: N N N N N High Standards Rdg 30 32 15 12 12 High Standards Math 39 32 41 42,38 Lrng Gains-Rdg 56 54 41 41 45 Lrng Gains-Math 66 64 70, 77 64 AMO Reading X, 38

SHANIKA BROWN		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas Science

Credentials Organizational Leadership EdD, Educational Leadership MS (K-12), Elementary Education BS (1-6)

Performance Record

13` 12` 11` 10` 09`
School Grade: F D D D D
School AYP: N N N N N
High Standards Rdg 30 23 36 35 35
High Standards Math 39 21 32 41 35
Lrng Gains-Rdg 59 53 56 51 57
Lrng Gains-Math 62 58 52 61 59
AMO Reading 38 31 25
AMO Math 34 28 21

MARTA TORRES		
Full-time / School-based	Years as Coach: 3	Years at Current School: 13

Areas Mathematics

Credentials Bachelor of Arts - Education
Masters of Arts -Teaching and Learning
Educational Specialist -Curriculum, Instructional, Administration and Management

Performance Record

13` 12` 11` 10` 09`
School Grade: F D C C C
School AYP: N N N N N
High Standards Rdg 30 32 50 56 48
High Standards Math 39 32 54 47 52
Lrng Gains-Rdg 56 54 48 63 65
Lrng Gains-Math 66 54,54 60 53
AMO Reading X, 32
AMO Math X, 38

Classroom Teachers

# of classroom teachers
34

 # receiving effective rating or higher
34, 100%

 # Highly Qualified Teachers
71%

 # certified in-field
34, 100%

 # ESOL endorsed

18, 53%

 # reading endorsed

7, 21%

 # with advanced degrees

11, 32%

 # National Board Certified

0, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

3, 9%

 # with 6-14 years of experience

10, 29%

 # with 15 or more years of experience

21, 62%

Education Paraprofessionals

# of paraprofessionals

1

 # Highly Qualified

1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # 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

Administration pairs incoming teachers with veteran teachers in order to provide mentoring and support. Additionally, the leadership team provides support through grade level, common planning weekly meetings, professional develoment and through the coaching cycle.

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

Newly hired teachers will participate in the District's Mentoring and Induction for New Teachers (MINT). Through MINT newly hired teachers will received a certified-based mentor. Newly hired teachers will meet on a regular basis with the principal and attend on-going professional development. The mentor and the academic coaches will meet weekly to discuss evidence-based strategies for differentiated instruction, grouping mechanisms, effective planning, Common Core State Standards, and progress monitoring that will enhance the instructional delivery across the curriculum.

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

At Paul L. Dunbar K-8 Center the MTSS Leadership Team use the Tier1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:
• Holding regular team meetings where problem solving is the sole focus.
• Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
• Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
• Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
• Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
• Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
• Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur on a monthly basis to:
• Review OPM data from intervention groups to evaluate group and individual student response.
• Support interventions where there is not an overall positive group response.
• Select students for SST Tier 3 intervention.
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1
The Tier 1 leadership team at Paul L. Dunbar K-8 consists of the following members:
• Ann Lewis, principal, assisted by Maria de Armas, assistant principal, will schedule and facilitate regular RTI meetings, ensure attendance of team members, ensure follow up action steps, allocate resources.
• Deedee Hinson, Reading Coach
• Seres Victor, Reading Coach
• Marta Torres, Math Coach
• Shamika Brown, Science Coach
• Shovon Bethune, Guidance Counselor
• Ria Parasram, Psychologist
• Pierre Alcindor, Social Worker
• Eric Proctor, EESAC Chair
• Ramon Roman, ESOL Teacher, EESAC Member
• Lacresa Blue, SPED Teacher
• Betty West, Gifted Teacher, EESAC Member
• Freddy Davis, Primary Chair
• Susan Stern, Secondary Chair
In addition to Tier 1 problem solving, the leadership Team members will meet on a monthly basis to review consensus, infrastructure, and implementation of building level MTSS
Tier 2
At Tier 2 selected members of the MTSS Leadership Team will conduct regular meetings to evaluate interventions efforts for students by subject, grade, and/or intervention program.
• Maria de Armas, Assistant Principal
• Deedee Hinson, Reading Coach
• Seres Victor, Reading Coach
• Shovon Bethune, Guidance Counselor
• Ria Parasram, Psychologist
• Pierre Alcindor, Social Worker
• Ramon Roman, ESOL Teacher
• Lacresha Blue, SPED Teacher
In addition to these members other teachers will be involved when needed to provide information to revise efforts.
Tier 3 SST
The Tier 3 SST Problem Solving Team is made up of selected members of the leadership team , members of the Tier 2 Team, and parent/guardian of the student.
• Maria de Armas, Assistant Principal
• Deedee Hinson, Reading Coach
• Seres Victor, Reading Coach
• Shovon Bethune, Guidance Counselor
• Ria Parasram, Psychologist
• Pierre Alcindor, Social Worker
• Ramon Roman, ESOL Teacher
• Lacresha Blue, SPED Teacher

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

The leadership team at Paul L. Dunbar K-8 Center will use various systems to monitor the fidelity of the school's MTSS and SIP. The leadership team will conduct continuous analysis of data and discuss opportunities for improvement regarding student performance at each tier level, program evaluations, curriculum adjustments, professional development, research-based strategies, progress monitoring, and collaborate effective approaches for building capacity amongst staff.
The leadership team will collaborate with professional learning communities to facilitate the interaction and networking of school-based teachers to share teaching techniques and optimize student growth in reading, mathematics, science and writing. The Principal will monitor the implementation of MTSS/RTI, conducting root-cause analysis of data, and determining appropriate target areas across the curriculum. Additionally, the principal also will discuss in-depth opportunities for improvement, and highlight regional and district updates on current research and evidence-based strategies. Monthly meetings will be held to share a common vision for the use of data-based decision-making, ensuring that the school-based team is implementing MTSS/RtI, conducting assessment of MTSS/RtI skills for school staff, ensuring implementation of intervention support and on-going progress monitoring, ensuring implementation of intervention support and on-going progress monitoring, ensuring adequate professional development to support MTSS/RtI implementation, and communicating with parents regarding school-based MTSS/RtI plans and activities.
Tier 1 – Progress Monitoring
Reading
• FAIR AP 1, AP 2, AP 3
• District Interim assessment
• FCAT
• Report cards grades
• STAR reading assessment
• School site specific assessment
ELL:
• CELLA/ESOL Levels
• District core program assessment
Math
• FCAT
• District interim assessment
• Report card grades
• School site specific assessments
Behavior
• Student at-risk profile, report
• Attendance
• Behavior Referrals (SCAMS)
• Suspensions
• Inclusion rates

• Retentions
Tier 2- Ongoing Progress Monitoring
Reading
• EasyCBM
• STAR reading assessment
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures
• Success Maker Utilization and Progress Reports
• School site specific assessments
ELL
• CELLA/ESOL levels,
• Home language arts
Math
• Go Math -Soar to Success
• EasyCBM
Behavior
• Universal screening checklist
• Behavior rating Scales
• Referral frequency
• Problem behavior frequency
Tier 3 – Ongoing Progress Monitoring
Reading
• Tools will be determined by student need
• FAIR Adjusted ORF
• FAIR Scaffolded Discussion Templates
• FAIR TDIs
• EasyCBM
ELL
• Tools to be determined based on student need
Math
• Tools utilized will be determined by the student need
• EasyCBM
Behavior
• Tools will be determined by student need
• Universal screening checklist
• Behavioral Rating Scales
• Referral frequency
• Problem behavior frequency

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

Paul L. Dunbar K-8 Center staff will participate in the MTSS professional development which consists of :
• Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
• MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Training.
• Staff will participate in the Florida RTI online training
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation by using such tools as:
• Self-Assessment of Problem-Solving Implementation (SAPSI) Questionnaire
• Perceptions of Practices Survey
• Perceptions of RtI Skills Survey

- Tier I and II Critical Components Checklist
- Tier III Critical Components Checklist
- Problem-Solving Team Meeting Checklist

The School will utilize back to school night to present the MTSS to parents and hand out parent MTSS brochures. A description of MTSS and MTSS parent resources will be available at the school's web site – dunbar.dadeschool.net.

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: 120

Paul L. Dunbar K-8 Center provides students with research-based activities to increase the quality of learning such as:
- Before school math tutoring sponsored by the Miami Heat Academy
- Afterschool reading tutoring sponsored by the Miami Heat Academy
- Afterschool science enrichment program

Teachers are allotted common planning time to collaborate and plan weekly activities.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Students participate in a pre/post assessment as well as bi-weekly assessments. The data is analyzed by teachers and students instruction is adjusted accordingly.

Who is responsible for monitoring implementation of this strategy?

Principal, assistant principal, reading coaches and lead tutoring teacher will monitor the effectiveness of the program.

Strategy: Extended Day for All Students
Minutes added to school year: 60

Paul L. Dunbar K-8 participates in extended day. Students participate in one hour intervention through SAXON, a research based program.

Strategy Purpose(s)
""

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

Data is collected on a monthly basis through an on-going monitoring system. Data is analyzed and students are re-grouped based on progress or lack of.

Who is responsible for monitoring implementation of this strategy?

Principal, assistant principal, reading coaches and lead tutoring teacher will monitor the effectiveness of the program.

Literacy Leadership Team (LLT)

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

Name	Title
Ann Lewis	Principal
Maria de Armas	Assistant Principal
Deedee Hinson	Reading Coach
Seres Victor	Reading Coach
Marta Torres	Math Coach
Shanika Brown	Science Coach
Shovon Bethune	Counselor
Freedie Davis	Primary Grade Lever Chair
Susan Stern	Intermediate Grade Level Chair
Dione Bryant	Upper Academy Chair
Lacresha Blue	SPED Teacher
Ramon Roman	ESOL Teacher

How the school-based LLT functions

The school based Literacy Leadership Team will meet on a monthly basis to discuss area of concern based on student need. It investigates the area of concern through evidence and data. It aggregate and disaggregate assessment data and develops an action plan to address the areas of weakness and how to maintain the areas of strength. The LLT team will monitor and revise the action plans as needed to ensure students achievement.

Major initiatives of the LLT

The support of the implementation of the Common Core State Standards will be a major initiative of the school based Literacy Leadership Team. The LLT committee will take the following actions to support the implementation of the CCSS this year: engage in peer coaching, conduct professional development throughout the year, attend regional and district professional development, utilize research based strategies to that support CCSS instructional delivery, model lessons, and identify additional resources to improve CCSS instructional practices.

Every Teacher Contributes to Reading Instruction

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

In order to ensure that teaching reading strategies is the responsibility of every teacher, Paul L. Dunbar K-8 Center will utilize CRISS reading strategies throughout the content areas. These strategies include SQ3R (Survey-Question-Read-Recite-Review), One-Sentence Summaries and , KWL Plus (Know, Want to Know, Learned, Summarize the Learned), Venn Diagrams, T.H.I.E.V.E.S (pre-reading strategy), Think-Pair Share, Highlighting and Underlining, Two Column Notes, Quick Writes/Exit Slips, Active Reading techniques, and Think-Alouds. The teachers will also implement reciprocal teaching, the use of graphic organizers, and differentiated instruction. In addition, FCAT Task Cards will be used throughout the content areas as well. The Literacy Leadership Team will also continue to provide professional development on the scientifically research based on the above-mentioned reading strategies and will be responsible for monitoring the implementation of reading strategies.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Title 1 Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in an environment that a give them opportunities to create knowledge through initiative shared with supportive adults. Pre-K students participate in the administration of the statewide
kindergarten screening tool to determine their readiness for Kindergarten. The data from this screening is analyzed and used for placement.
Establish the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school Pre-Kindergarten program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.

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	38%	30%	No	45%
American Indian				
Asian				
Black/African American	36%	29%	No	42%
Hispanic	42%	31%	No	48%
White				
English language learners	30%	23%	No	37%
Students with disabilities	36%	13%	No	42%
Economically disadvantaged	38%	29%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	19%	30%
Students scoring at or above Achievement Level 4	19	10%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		56%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		59%	63%

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)	33	37%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	16%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	11%	20%

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	25	49%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	39%	Yes	49%
American Indian				
Asian				
Black/African American	43%	35%	Yes	49%
Hispanic	43%	44%	Yes	49%
White				
English language learners	37%	45%	Yes	43%
Students with disabilities	39%	8%	No	45%
Economically disadvantaged	42%	39%	Yes	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	25%	33%
Students scoring at or above Achievement Level 4	26	13%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	20%	25%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	4		
Participation in STEM-related experiences provided for students	62	49%	51%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	47	12%	11%
Students retained, pursuant to s. 1008.25, F.S.	18	5%	4%
Students who are not proficient in reading by third grade	48	81%	73%
Students who receive two or more behavior referrals	21	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	2%	1%

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

It is our goal, to foster on-going communication by providing all stakeholders with resources to promote their involvement in the learning process. By increasing communications, the student and his/her parent(s) will take an active role in the learning process. Students will develop attitudes and values which

will enhance self-esteem, productive work habits, and pride in the school and community. Students will meet state standards and make one year of adequate yearly progress. The educational process involves a partnership with students, school, family, and community. We will provide opportunities to include parents, students, and community members when making school decisions.
•Parents will be invited to an organizational meeting for parent volunteers at the beginning of the school year.
• An Open House will be held after school hours so stakeholders can witness first hand the learning process. (Open House: August 28th from 6:00 – 7:00 P.M.)
•Parent Teacher conferences will be held every weekly.
•Parents will be encouraged to volunteer at PLD K-8 Center. A volunteer log will be maintained.
•Teachers at each grade level will develop and implement a plan to get parents actively involved in the learning process.
•Workshops for stakeholders will be hosted by LTS TEAM. (Leadership Team) at various times throughout the school year. Topics will include supervising field trips, interpreting test scores, homework assistance, technology in classroom, nutrition, and the importance of reading to children.
•Parents will be invited to participate in updating the School Improvement Plan.
•Stakeholders will be invited to school events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parent engagement opportunities offered in the school year	12		14%
Number of parents in attendance at parent engagement opportunities	122		34%
Parents who participated in parent engagement opportunities	122		34%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All teachers will deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to lesson plans.

G2. Teachers will increase rigor through explicit instruction.

G3. Incorporate writing across all content areas.

G4. All stakeholders will understand the impact of attendance on the academic success of the students.

Goals Detail

G1. All teachers will deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to lesson plans.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- •McGraw-Hill Reading Series, District Curriculum Support Specialist, Instructional Coaches, Lesson Plan Template, Common Planning. Professional Development, Model Classroom

Targeted Barriers to Achieving the Goal

- Adherance to the pacing of the instructional framework.

- The rigor and relevance of differentiated instruction has been an obstacle for students and teachers

Plan to Monitor Progress Toward the Goal

•Observe all components of the gradual release through the coaching cycle and administrator walkthroughs

Person or Persons Responsible
•Principal •Assistant Principal • Instructional Coaches Curriculum Support Specialists Instructional Supervisors

Target Dates or Schedule:
Weekly

Evidence of Completion:
•Observation through the coaching cycle and administrator walkthroughs •Weekly Lesson Plans Coaches logs Administrative reflections

G2. Teachers will increase rigor through explicit instruction.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Common Planning, McGraw-Hill Reading Series, Go Math, District Curriculum Support Specialist, Instructional Coaches, Lesson Plan Template, Common Planning, Professional Development, Model Classroom and Webb's Depth of Knowledge.

Targeted Barriers to Achieving the Goal

- Teachers need opportunities to develop rigorous lessons and need professional development in specific strategies to increase the level of rigor in their instruction

Plan to Monitor Progress Toward the Goal

•Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, classroom walkthroughs, and collaborative planning with science teachers.

Person or Persons Responsible
•Principal •Assistant Principal •Science Coach

Target Dates or Schedule:
•August 19, 2013 - June 05, 2014

Evidence of Completion:
•Formative mini-assessments •Pre and post topic assessments •Weekly hands-on lab activities

G3. Incorporate writing across all content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- •Interactive Journals

Targeted Barriers to Achieving the Goal

- Consistent implementation of the writing process during content area instruction.

Plan to Monitor Progress Toward the Goal

•Observation through the coaching cycle and administrator walkthroughs •Goal setting •Student questionnaires (motivation, confidence, content)

Person or Persons Responsible

•Principal •Assistant Principal •Science Coach

Target Dates or Schedule:

•August 19, 2013 - June 05, 2014

Evidence of Completion:

•Classroom walkthroughs, •Formal and informal classroom assessments •Weekly Lesson Plans •Student Folders •Math/Science Journals

G4. All stakeholders will understand the impact of attendance on the academic success of the students.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Truancy Program, PTSA, Dade Partners, Attendance Review Committee (ARC), Attendance incentives

Targeted Barriers to Achieving the Goal

- The involvement of the parents and the community.

Plan to Monitor Progress Toward the Goal

•Attendance award assembly •Attendance referrals

Person or Persons Responsible
•Principal •Assistant Principal •Counselor

Target Dates or Schedule:
•August 19, 2013 - June 05, 2014

Evidence of Completion:
•Phone call and home visits logs •Attendance Review Committee (ARC) reports

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to lesson plans.

G1.B3 Adherance to the pacing of the instructional framework.

G1.B3.S1 Provide explicit breakdown of the instructional framework time.

Action Step 1

Distribute the explicit breakdown of the instructional framework time during common planning

Person or Persons Responsible

The instructional coaches

Target Dates or Schedule

By October 18, 2013

Evidence of Completion

Common planning agenda and sign-in sheet. Teachers' lesson plan binder. Coaches' logs.

Action Step 2

Model the pacing of the instructional framework.

Person or Persons Responsible

Instructional Coaches.

Target Dates or Schedule

By October 31, 2013

Evidence of Completion

Coaches' logs. Coaches' feedback forms. Teachers' modeling forms.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Distribution of the instructional framework and implementation of the pacing of the gradual release process

Person or Persons Responsible

Administration, Curriculum Support Specialists

Target Dates or Schedule

By October 25, 2013

Evidence of Completion

Coaches logs feedback. School-based Leadership Team Meeting

Plan to Monitor Effectiveness of G1.B3.S1

Observing the pacing of the instructional framework.

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-throughs, observations, lesson plans, student participation

G1.B4 The rigor and relevance of differentiated instruction has been an obstacle for students and teachers

G1.B4.S1 •Plan for and deliver lessons that follow an instructional routine.

Action Step 1

•Formal and informal observation and classroom assessments. •Weekly lesson plans •Observation through the coaching cycle and administrator walkthroughs •Facilitating common planning

Person or Persons Responsible

•Principal •Assistant Principal •Reading Coach

Target Dates or Schedule

•August 19, 2013- June 05, 2014

Evidence of Completion

•Observation through the coaching cycle and administrator walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

•Weekly Lesson Plans •Formal and informal observation and classroom assessments

Person or Persons Responsible

•Principal •Assistant Principal •Reading Coaches

Target Dates or Schedule

•August 19, 2013 - June 5, 2014

Evidence of Completion

•Observation through the coaching cycle and administrator walkthroughs.

Plan to Monitor Effectiveness of G1.B4.S1

•Weekly Lesson Plans •Formal and informal observation and classroom assessments •Facilitating common planning

Person or Persons Responsible

•Principal •Assistant Principal •Reading Coaches

Target Dates or Schedule

•August 19, 2013 - June 05, 2014

Evidence of Completion

•Weekly Lesson Plans •Observation through the coaching cycle and administrator walkthroughs

G1.B4.S2 •Provide opportunities for critical thinking strategies during instruction.

Action Step 1

•Facilitating common planning

Person or Persons Responsible

•Principal •Assistant Principal •Reading Coaches

Target Dates or Schedule

•August 19, 2013 - June 5, 2014

Evidence of Completion

•Formal and informal observation and classroom assessments. •Weekly lesson plans •Observation through the coaching cycle and administrator walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B4.S2

•Facilitating common planning

Person or Persons Responsible

•Principal •Assistant Principal •Reading Coaches

Target Dates or Schedule

•August 19, 2013 - June 5, 2014

Evidence of Completion

•Weekly lesson plans •Observation through the coaching cycle and administrator walkthroughs

Plan to Monitor Effectiveness of G1.B4.S2

•Facilitating common planning •Weekly lesson plans

Person or Persons Responsible

•Principal •Assistant Principal •Reading Coaches

Target Dates or Schedule

•August 19, 2013 - June 5, 2014

Evidence of Completion

•Weekly lesson plans •Observation through the coaching cycle and administrator walkthroughs

G1.B4.S3 •Implement the instructional framework throughout the reading block to include an opening routine, whole group instruction and small group, differentiated instruction.

Action Step 1

•Facilitating common planning

Person or Persons Responsible

•Principal •Assistant Principal •\Reading Coaches

Target Dates or Schedule

•August 19, 2013 - June 5, 2014

Evidence of Completion

•Observation through the coaching cycle and administrator walkthroughs •Weekly Lesson Plans •Formal and informal assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S3

•Facilitating common planning

Person or Persons Responsible

•Principal •Assistant Principal •Reading Coaches

Target Dates or Schedule

•August 19, 2013 - June 5, 2014

Evidence of Completion

•Observation through the coaching cycle and administrator walkthroughs •Weekly Lesson Plans •Formal and informal assessments

Plan to Monitor Effectiveness of G1.B4.S3

•Facilitating common planning

Person or Persons Responsible

•Principal •Assistant Principal •Reading Coaches

Target Dates or Schedule

•August 19, 2013 - June 5, 2014

Evidence of Completion

•Formal and informal observation and classroom assessments. •Weekly lesson plans •Observation through the coaching cycle and administrator walkthroughs

G2. Teachers will increase rigor through explicit instruction.

G2.B1 Teachers need opportunities to develop rigorous lessons and need professional development in specific strategies to increase the level of rigor in their instruction

G2.B1.S1 Provide teachers with collaborative learning opportunities and professional development in developing lesson plans that are in-depth, active, and engaging.

Action Step 1

During common planning, use a variety of resources and strategies to plan for rigorous lessons.

Person or Persons Responsible

Instructional coaches.

Target Dates or Schedule

November 18, 2013

Evidence of Completion

Lesson Plans, Administrative Walkthroughs, Observations

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

Weekly lesson Plans, Common Planning Agendas and sign-in sheets

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coaches, Curriculum Support Specialists, Instructional Supervisors

Target Dates or Schedule

Weekly

Evidence of Completion

Observation through the coaching cycle and administrative walkthroughs

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Incorporate writing across all content areas.

G3.B2 Consistent implementation of the writing process during content area instruction.

G3.B2.S1 Collaboratively develop specific journal activities to incorporate during instruction.

Action Step 1

During common planning, specifically plan journal activities.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

November 18, 2013

Evidence of Completion

Lesson Plans, Common Planning Agendas

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Weekly Lesson Plans, Journal Entries

Person or Persons Responsible

Principal, Assistant Principal, Instructional Coaches, Curriculum Support Specialists, Instructional Supervisors

Target Dates or Schedule

November 18, 2013 - June 5, 2014

Evidence of Completion

Observation through the coaching cycle and administrative walkthroughs, Weekly Lesson Plans, Coaches Logs

Plan to Monitor Effectiveness of G3.B2.S1

Lesson Plans and Common Planning Agendas

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthroughs, observations, lesson plans, journal entries

G4. All stakeholders will understand the impact of attendance on the academic success of the students.

G4.B2 The involvement of the parents and the community.

G4.B2.S1 Plan and develop opportunities for all stakeholders that explains the importance of attendance and academics.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Curriculum coaches identify systematic patterns of student need while working with district/school personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
Paul Laurence Dunbar K-8 Center provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique need of migrant students are met.
Title II
The District uses supplemental funds for improving basic education as follows: Training to certify qualified mentors for the New Teacher (MINT) Program; Training for add-on endorsement programs, such as Reading, Gifted, ESOL; Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and recently arrived immigrant children and youth by providing funds to implement and/ or provide:
• morning tutorial program
• parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy
• coaching and mentoring for ESOL and content area teachers
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students

receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Guidance counselor will serve as the School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
Paul Laurence Dunbar K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
1) Paul Laurence Dunbar K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Other
Health Connect in Our School (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and social and human services on school grounds. The Health Connect clinic is staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and full

–time Health Aide. HCiOS services reduces barriers to care, connects eligible students with health insurance and medical home, and provides cares for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education activities provided by the school and health department. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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.

Appendix 2: Budget to Support School Improvement Goals