

Hillsborough County Public Schools

Dunbar Elementary Magnet School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	16
Budget to Support Goals	18

Dunbar Elementary Magnet School

1730 W UNION ST, Tampa, FL 33607

[no web address on file]

Demographics

Principal: Cynthia Crim

Start Date for this Principal: 5/25/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (34%) 2017-18: C (49%) 2016-17: C (48%) 2015-16: F (29%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	16
Budget to Support Goals	18

Dunbar Elementary Magnet School

1730 W UNION ST, Tampa, FL 33607

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">94%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">91%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	F

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

To inspire students to be lifelong learners through authentic learning experiences.

Provide the school's vision statement.

Providing each child with a prescription for SUCCESS.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Stites, Dawn	Principal	Dawn Stites oversees operations and is the head instructional leader.
Quintyne, Alexandra	SAC Member	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	31	29	36	54	60	63	0	0	0	0	0	0	0	273
Attendance below 90 percent	0	3	5	5	6	7	0	0	0	0	0	0	0	26
One or more suspensions	0	0	1	1	0	5	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	18	29	27	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	24	0	0	0	0	0	0	0	0	0	24

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

15

Date this data was collected or last updated

Monday 6/24/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	6	6	6	6	6	0	0	0	0	0	0	0	30
One or more suspensions	0	1	1	3	2	10	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	5	15	25	0	0	0	0	0	0	0	45
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	4	9	0	0	0	0	0	0	0	16

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	6	6	6	6	6	0	0	0	0	0	0	0	30
One or more suspensions	0	1	1	3	2	10	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	5	15	25	0	0	0	0	0	0	0	45
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	52%	57%	48%	52%	55%
ELA Learning Gains	39%	55%	58%	62%	55%	57%
ELA Lowest 25th Percentile	33%	50%	53%	62%	51%	52%
Math Achievement	53%	54%	63%	49%	53%	61%
Math Learning Gains	26%	57%	62%	47%	54%	61%
Math Lowest 25th Percentile	11%	46%	51%	31%	46%	51%
Science Achievement	30%	50%	53%	34%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	31 (0)	29 (0)	36 (0)	54 (0)	60 (0)	63 (0)	273 (0)
Attendance below 90 percent	0 (0)	3 (6)	5 (6)	5 (6)	6 (6)	7 (6)	26 (30)
One or more suspensions	0 (0)	0 (1)	1 (1)	1 (3)	0 (2)	5 (10)	7 (17)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	18 (0)	29 (0)	27 (0)	74 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (5)	0 (15)	0 (25)	24 (45)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	52%	-10%	58%	-16%
	2018	54%	53%	1%	57%	-3%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	41%	55%	-14%	58%	-17%
	2018	47%	55%	-8%	56%	-9%
Same Grade Comparison		-6%				
Cohort Comparison		-13%				
05	2019	44%	54%	-10%	56%	-12%
	2018	43%	51%	-8%	55%	-12%
Same Grade Comparison		1%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	54%	13%	62%	5%
	2018	72%	55%	17%	62%	10%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	53%	57%	-4%	64%	-11%
	2018	43%	57%	-14%	62%	-19%
Same Grade Comparison		10%				
Cohort Comparison		-19%				
05	2019	34%	54%	-20%	60%	-26%
	2018	49%	54%	-5%	61%	-12%
Same Grade Comparison		-15%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	51%	-22%	53%	-24%
	2018	54%	52%	2%	55%	-1%
Same Grade Comparison		-25%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	13	15	18	17	13					
ELL	29	33		50	22						
BLK	36	33	29	51	26	17	25				
HSP	43	36		55	33		23				
MUL	50			30							
WHT	81	60		75	30						
FRL	40	38	33	51	27	11	23				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40	62	50	40	46						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	55			75							
BLK	48	57	50	53	44	44	60				
HSP	39	38	40	45	21		38				
WHT	86	64		93	82						
FRL	46	52	48	53	41	36	53				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	46		32	38						
ELL	18			27							
BLK	46	62	63	42	47	35	24				
HSP	47	58		53	52		50				
WHT	58			83							
FRL	45	60	58	47	46	31	36				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	81
Total Points Earned for the Federal Index	316
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math Lowest 25th Percentile.

The math coach was used to cover a vacant class which led to lack of coaching for struggling math teachers.

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

Math Lowest 25th Percentile.

The math coach was used to cover a vacant class which led to lack of coaching for struggling math teachers.

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

Math Lowest 25th Percentile- 35 points below.

The math coach was used to cover a vacant class which led to lack of coaching for struggling math teachers.

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

4th grade math increased by 10 percentage points. Proficiency scales were utilized in 4th grade math classes and the math coach was teaching one unit of 3 math classes.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students With Disabilities federal index was 12%.

Black/African American students federal index was 31%.

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

1. BQ (math)
2. Attendance
3. Behavior
4. ELA
5. Science

Part III: Planning for Improvement

Areas of Focus:

#1

Title Culture and Climate

Rationale

Establishing a safe and collaborative culture and climate will improve school family relationships. This will help to make teachers feel valued and increase student achievement across content areas.

State the measurable outcome the school plans to achieve

The number of students with 10 or more absences will decrease from 87 to 50.
 The number of behavior referrals will decrease from 188 to 100 or less.
 The number of teachers who believe that students at this school follow rules of conduct will increase from 18% to 60% or more.
 The number of teachers who believe there is an atmosphere of trust and respect will increase from 33% to 60% or more.

Person responsible for monitoring outcome

Dawn Stites (dawn.stites@sdhc.k12.fl.us)

Evidence-based Strategy

Implementation of Foundations School wide Behavior System and School wide House Incentive Program.

Rationale for Evidence-based Strategy

John Hattie's research states that teacher student relationships have a .52 impact size and student expectations have a 1.33. By redesigning our school wide procedures, implementing a culture based house program and fostering a safe and collaborative culture, our teachers and students will feel valued and part of a school family.

Action Step

1. PLCs focused on collaboration, standards based instruction, and best practices.
2. PD and Learning Walks focused on implementation of reading series, mathematics instruction, science materials, proficiency scales, standards based instruction all with an intent to improve teacher practice with a focus on safe collaboration.
3. Focused and collaborative feedback to provide teachers feedback to improve instruction and student learning.
4. Preplanning and on-going learning opportunities for teachers with a focus on building safe and collaborative classrooms through the use of Restorative Practices, Only One You trade book, Trauma Informed Care, and school House System.
5. Team Building opportunities during PrePlanning and on-going collaborative opportunities to improve relationships in order to promote collaboration, maintain morale, and build school community.
6. Weekly, monthly, and quarterly incentives will be used to increase student and teacher attendance and improve student learning.
7. Foundations Behavioral Systems will be implemented to increase school culture, provide a school wide discipline plan, and decrease behavior referrals.
8. A House System will be used to create a sense of collaboration, engage students in learning, and improve school culture. House Points will be used to monitor student success.

Description

Person Responsible

Dawn Stites (dawn.stites@sdhc.k12.fl.us)

#2	
Title	Instructional Infrastructure
Rationale	Due to low achievement scores, implementation of instructional infrastructure will support teacher clarity of the Florida Standards and increase teacher efficacy.
State the measurable outcome the school plans to achieve	<p>The total points earned for school grade will increase from 235 points to at least 290 points, earning at least 41% and a school grade of C.</p> <p>Percent of grades 3-5 students scoring level 3 or higher in reading, math and science will improve to 50%.</p> <p>Percent of students making a years worth of gains in reading will increase to 46%.</p> <p>Percent of lowest performing students making gains will increase to 45%.</p> <p>Percent of students making gains in math will increase to 45%.</p> <p>Percent of lowest students making gains will increase to 40%.</p>
Person responsible for monitoring outcome	Dawn Stites (dawn.stites@sdhc.k12.fl.us)
Evidence-based Strategy	Professional Learning Communities for teachers during morning PLC's and daily hour long planning sessions to implement Marzano's proficiency scales.
Rationale for Evidence-based Strategy	Professional Learning Communities will be utilized to build culture and climate to increase the level of trust and respect. During PLC time, teachers will be engaged in growing their practice by deepening their content knowledge, working collaboratively to examine student work, consider student data, and expand their toolbox when it comes to teaching methods and strategies. These methods will foster a sense of community and promote problem solving, conversation and create a restorative environment. Monitoring of implementation will occur through classroom walk throughs, observations, assessment scores, data walls and data chats, and teacher feedback.
Action Step	
Description	<ol style="list-style-type: none"> 1. PLCs focused on collaboration, standards based instruction, and best practices. 2. PD and Learning Walks focused on implementation of reading series, science materials, proficiency scales, standards based instruction all with an intent to improve teacher practice with a focus on safe collaboration. 3. Focused and collaborative feedback to provide immediate feedback in order to improve instruction and student learning. 4. Implementation of Discovery Learning to include additional planning sessions in order to improve the quality of Science instruction. 5. Principal will use the SAM process to monitor instructional time in order to focus on growing teachers in their practice. 6. Teachers will be provided up to one hour daily of planning time to improve the quality of instruction. 7. Substitutes will be used monthly to allow for coaching, learning walks, and data chats. 8. Classroom libraries will be purchased to improve the quality of ELA instruction. 9. Morning Show equipment will be purchased to allow students the opportunity to create presentations which will deepen their learning while providing assessment opportunities for teachers. 10. A cadre of teachers will receive professional development at Ron Clark Academy to increase student engagement, teacher instruction, and a climate of collaboration for teachers and students.

11. Technology will be purchased to provide students an opportunity for hands-on learning and provide teachers with quality materials to increase student learning.
12. Vocabulary and interactive software will be purchased to increase student engagement and student vocabulary.

Person Responsible Dawn Stites (dawn.stites@sdhc.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Our priorities listed on the prior page have been included in our areas of focus above.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

A Magnet Lead Teacher works to connect families to the school through Magnet Attractor events, Social Media, Family Engagement events, and School Tours.

The Magnet Lead Teacher works to bring in Community partnerships to support school events, students and families, and classroom instruction.

The Magnet Lead Teachers organizes Family Events/Nights: Grandparents' Day Breakfast, Doughnuts & Dads/Muffins & Moms, SLIME Night, Pirates and Princesses Night, Winter Concert, Father/Daughter Dinner & Dance, Arts in Our School event, and New Med Student (and family) Orientation.

Parents and Families are invited and encouraged to participate in SAC, PTA, PAC Meetings in addition to events listed above and Report Card Awards.

Agendas, Communication Folders, Flyers, Newsletters, Social Media, and weekly Parent Links, are used to keep parents informed of school news and events.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board.

The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

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

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;
Supports the implementation of high quality instructional practices during core and intervention blocks;
Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/

specialists, PLC teacher liaisons, others as needed

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

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

Medical Mondays are planned to link health care officials with students in order to provide information about careers in the medical and science fields while teaching students important information in their particular field.

Through the use of a House System, students are exposed to careers in the areas of Medicine and Science while participating in hands-on activities and field trips.

Mentors through community organizers provide students with role models to assist them in learning more about options for their futures while building relationships.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture and Climate				\$4,182.33
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	390-Other Purchased Services	1281 - Dunbar Elementary Magnet School			\$2,000.00	
<i>Notes: Foundation Printing Materials</i>						
5100	360-Rentals	1281 - Dunbar Elementary Magnet School			\$1,800.00	
<i>Notes: Ron Clark House Point Technology System-RCAHousePoints.com is the easiest way to keep track of points for each House and instantly award points to a student on the spot.</i>						
		1281 - Dunbar Elementary Magnet School	Title, I Part A		\$275.55	
<i>Notes: Printing for Professional Development & Office</i>						
7200	790-Miscellaneous Expenses	1281 - Dunbar Elementary Magnet School	Title, I Part A		\$106.78	
<i>Notes: Indirect Costs</i>						

2	III.A.	Areas of Focus: Instructional Infrastructure				\$127,745.47
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	1281 - Dunbar Elementary Magnet School	UniSIG	1.0	\$56,378.26
<i>Notes: Reading Coach</i>						
	6400	210-Retirement	1281 - Dunbar Elementary Magnet School	UniSIG		\$4,775.24
<i>Notes: 8.47% Reading Coach Retirement</i>						
	6400	220-Social Security	1281 - Dunbar Elementary Magnet School	UniSIG		\$3,495.45
<i>Notes: 6.2% Coach FICA</i>						
	6400	220-Social Security	1281 - Dunbar Elementary Magnet School	UniSIG		\$817.48
<i>Notes: 1.45% Reading Coach Medicare</i>						
	6400	230-Group Insurance	1281 - Dunbar Elementary Magnet School	UniSIG		\$9,978.95
<i>Notes: 17.7% Reading Coach</i>						
	6400	240-Workers Compensation	1281 - Dunbar Elementary Magnet School	UniSIG		\$287.53
<i>Notes: .51% Reading Coach</i>						
	6400	130-Other Certified Instructional Personnel	1281 - Dunbar Elementary Magnet School	UniSIG		\$880.00
<i>Notes: \$880 Reading Coach Supplement</i>						
	6400	220-Social Security	1281 - Dunbar Elementary Magnet School	UniSIG		\$54.56
<i>Notes: 6.2% supplement FICA</i>						
	6400	220-Social Security	1281 - Dunbar Elementary Magnet School	UniSIG		\$12.76
<i>Notes: 1.45% supplement Medicare</i>						
	6400	240-Workers Compensation	1281 - Dunbar Elementary Magnet School	UniSIG		\$4.49
<i>Notes: .51% supplement</i>						
	5100	520-Textbooks	1281 - Dunbar Elementary Magnet School	UniSIG		\$7,500.00
<i>Notes: On line subscriptions: Discovery Learning-Stem Connector (subscription portion only) - \$4000 Nearpod/Flocabulary Bundle- \$3500.00 These subscriptions will be used as targeted interventions for students. Quotes available</i>						
	5100	520-Textbooks	1281 - Dunbar Elementary Magnet School	UniSIG		\$2,120.87
<i>Notes: Classroom Tradebooks- The purchase of new trade books through Scholastic will enhance classroom libraries, allow for teachers to tap into more students interests with varied titles and create a love for reading in our students. The school will work with the scholastic representative to choose titles best suited for their students. Grades levels 2-5 will be given 530.00 each to spend trade books.</i>						

5100	510-Supplies	1281 - Dunbar Elementary Magnet School	UniSIG		\$201.83
		<i>Notes: Per 5% office supply cap: Classroom Supplies</i>			
5100	644-Computer Hardware Non-Capitalized	1281 - Dunbar Elementary Magnet School	UniSIG		\$15,420.99
		<i>Notes: 36 Lenovo Laptops@350.00 ea. \$75.00 ea. for CASA</i>			
5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	1281 - Dunbar Elementary Magnet School	UniSIG		\$13,200.00
		<i>Notes: 12 Mountable Projectors Epson Powerlite685W Ultra Short Throw with Mount 112 @1099.10 ea. Projectors will be placed in classroom where there is need for students to be able to see the lesson visibly on the white board through projection.</i>			
6400	120-Classroom Teachers	1281 - Dunbar Elementary Magnet School	UniSIG		\$2,773.67
		<i>Notes: PD Workshop Discovery Learning 1 day of PD- Discovery Learning is a method of inquiry-based instruction, discovery learning believes that it is best for learners to discover facts and relationships for themselves. Teachers will learn to implement this model through a day of professional development lesson planning. 23 teachers for 8hrs @ \$15/hr = \$2773.67</i>			
6400	510-Supplies	1281 - Dunbar Elementary Magnet School	UniSIG		\$275.55
		<i>Notes: PD supplies for Discovery Learning</i>			
6400	220-Social Security	1281 - Dunbar Elementary Magnet School	UniSIG		\$171.97
		<i>Notes: FICA - Discovery Learning 1 day of PD- Discovery Learning is a method of inquiry-based instruction, discovery learning believes that it is best for learners to discover facts and relationships for themselves. Teachers will learn to implement this model through a day of professional development lesson planning. 23 teachers for 8hrs @ \$15/hr = \$2773.67</i>			
6400	220-Social Security	1281 - Dunbar Elementary Magnet School	UniSIG		\$40.22
		<i>Notes: Medicare - Discovery Learning 1 day of PD- Discovery Learning is a method of inquiry-based instruction, discovery learning believes that it is best for learners to discover facts and relationships for themselves. Teachers will learn to implement this model through a day of professional development lesson planning. 23 teachers for 8hrs @ \$15/hr = \$2773.67</i>			
6400	240-Workers Compensation	1281 - Dunbar Elementary Magnet School	UniSIG		\$14.15
		<i>Notes: Discovery Learning 1 day of PD- Discovery Learning is a method of inquiry-based instruction, discovery learning believes that it is best for learners to discover facts and relationships for themselves. Teachers will learn to implement this model through a day of professional development lesson planning. 23 teachers for 8hrs @ \$15/hr = \$2773.67</i>			
5100	520-Textbooks	1281 - Dunbar Elementary Magnet School	UniSIG		\$6,341.50
		<i>Notes: Really Great Reading Classroom reading kits (see quote)</i>			
6400	310-Professional and Technical Services	1281 - Dunbar Elementary Magnet School	UniSIG		\$3,000.00
		<i>Notes: STEM Connect PD - train faculty on how to use/implement the STEM Connect subscription - This Professional Development offers a collection of pathways to empower teachers to build a culture of STEM teaching and learning within their class. Teachers will learn to equip students with powerful critical thinking skills and exploration practices.(STEM Connect PD portion only) - \$3000 Quote available</i>			
Total:					\$134,728.96