Dunbar Elementary Magnet School

2020-21 Schoolwide Improvement Plan

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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: 6/15/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Crim, Cynthia	Principal	Cynthia Crim oversees operations and is the head instructional leader.
Quintyne, Alexandra	SAC Member	
York, Kelly	Assistant Principal	Curriculum and Instruction

Demographic Information

Principal start date
Monday 6/15/2020, Cynthia Crim

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Total number of teacher positions allocated to the school

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	25	37	33	41	52	55	0	0	0	0	0	0	0	243
Attendance below 90 percent	5	11	3	5	5	5	0	0	0	0	0	0	0	34
One or more suspensions	0	1	0	2	0	4	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	8	0	0	0	0	0	0	0	19

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	0	0	0	0	0	0	0	0	0	0	

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	2	1	4	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/29/2020

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	
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	

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	
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

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%				
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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						
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

ESSA Federal Index	
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%	1
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	1
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%	0

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%	0
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%	0
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%	0
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%	0

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 Bottom Quartile students was the lowest performing area. Our school did not have a math/ science teacher for one 5th grade block and 1 fourth grade block. The teacher that was in the other 5th grade block was unsatisfactory.

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

Science Achievement showed the greatest decline from 2018 to 2019 testing. The decline goes back to not having an effective teacher in 5th grade for one block and no teacher for the other block of students.

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.

Our Math bottom quartile group compared to the state average had the highest difference. Our school did not have a math/science teacher for one 5th grade block and 1 fourth grade block. The teacher that was in the other 5th grade block was unsatisfactory.

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

Our school grade did not improve in any component.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

We have 33 students with attendance below 90% at the 1st 9 weeks.

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

1.Bottom Quartile Math
2. Science Achievement
3. Overall Math Gains
4. SWD subgroup

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Dunbar will focus on standards aligned instruction in the areas of ELA, Math and Science through weekly content planning, job embedded professional development, and implementation of highly engaging core instruction with a specific focus on small group instruction. Due to low bottom quartile/overall learning gains, implementation of small group instruction and fidelity of that instruction within all classrooms will fill prerequisite instructional gaps and increase students' proficiency of the Florida Standards.
Measurable Outcome:	By October 2020, 80% of teachers will implement highly engaging core instruction with a specific focus on small group instruction. By December 2020, 100% of teachers will implement highly engaging core instruction with a specific focus on small group instruction The total number of points earned for school grade will increase from 235 points to at least 335 points, earning at least 48% and a school grade of a C. The percent of students scoring a level 3 or higher in reading and science will improve to 50% and math will improve to 55%. The overall learning gains and bottom quartile gains for reading and math will increase to 45%.
Person responsible for monitoring outcome:	Cynthia Crim (cynthia.crim@hcps.net)
Evidence-based Strategy:	Implement standards based planning and highly engaging core instruction with a focus on small group instruction. Administration and content coaches will monitor the effectiveness of the instruction through daily walkthroughs and coaching/modeling support offered through our instructional coaches.
Rationale for Evidence-based Strategy:	Overall, 39% of students made learning gains in reading and 26% of students made learning gains in math. Our of our bottom quartile students in reading 33% made learning gains and 11% of our bottom quartile for math made learning gains. Planning effectively and implementing small group instruction will ensure the appropriate amount of scaffolding and enrichment will take place in order for students in all subjects and subgroups to make gains.

Action Steps to Implement

Develop schoolwide sctuctures and expectations for common planning

-Create non-negotiables and expectations for planning sessions.
-Create a master schedule which allows for daily common planning time within the school day.
-Create a planning calendar to notate the day each instructional coach plans with each grade level.
-Utilize Instructional Coaches and RTI resource teacher during planning times to sort students for interventions and small groups.
-Instructional Coaches will work with teachers during planning time to develop common assessments and checkpoints to ensure fidelity of instruction within grade levels.
-Use exemplar grade levels to model effective planning time as a source of professional development. Subs will be utilized to cover classes when needed.
-Include ESE in planning sessions to plan for our ESSA subgroups

Monitor:
Administration will attend planning sessions and provide feedback to instructional coaches and teachers.

During walkthroughs, administration will look for evidence that plans are implemented with fidelity.

Person Responsible   Cynthia Crim (cynthia.crim@hcps.net)

Establish routines and expectations for Core instruction to include: small group instruction, independent practice and application of standards.

- During pre-planning, establish structures for implementing small group instruction to include scheduling with Student Services team.
-Utilize Instructional Coaches to model lessons and coach teachers within all aspects of core instruction. Utilize Instructional coaches to work with bottom quartile students in all subjects.
-Administration and Instructional Coaches will develop look-fors and utilize the inquiry cycle to provide safe practice and feedback
-Instructional coaches will provide monthly PD and learning walks focused on implementation of standards based instruction within core instruction
-Utilize technology programs and student laptops daily as a tool for independent practice
-Utilize research-based resources to differentiate based on students' needs

Monitor: Administration and coaches will provide focused and immediate feedback to teachers to improve core instruction and student learning. Administration will monitor the effectiveness of our Core Instruction.

Person Responsible   Cynthia Crim (cynthia.crim@hcps.net)

Create and monitor systems that impact student achievement

-Create a system for RTI to plan specific interventions and monitoring Tier 3 students
-Utilize leadership teams to establish a system for monitoring all ESSA subgroups to include ESE Students, Economically Disadvantage Students, African American Students and Multiracial Students on Monthly and District Assessments
-Establish and monitor a tool for students to monitor and track their data. (Consistent within the grade level)
-Establish and monitor a plan for monthly assessments.
-Establish and monitor a system to track growth of Bottom Quartile and ESSA subgroups of students.
-Create a professional development plan to address teacher needs in standards-based instruction and smallgroups.

Monitor: Administration, Instructional Coaches, RTI Resource and student services will monitor student growth by subgroup, teacher and grade level and hold data chats with all stakeholders both individually or within grade levels. Administration will also monitor the effectiveness of the schoolwide systems.

Person Responsible   Cynthia Crim (cynthia.crim@hcps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Establishing a strong SEL school culture will improve relationships between all stakeholder groups and create an environment which is safe, connected and improves student learning.
Measurable Outcome:	By October, 75% of teachers will use our house system with fidelity and 100% will by December. By October, 75% of teachers will implement Social Emotion Learning within their classrooms and 100% will by December.
Person responsible for monitoring outcome:	Cynthia Crim (cynthia.crim@hcps.net)
Evidence-based Strategy:	Implementation of Schoolwide House System and SEL techniques will improve the overall emotional well-being of our students which in turn will impact their academic growth.
Rationale for Evidence-based Strategy:	John Hattie's research states that teacher-student relationships have a .52 effect size and student expectations have a 1.33. By establishing expectations around our schoolwide house program and developing emotionally and physically healthy students, we will foster a safe and collaborative culture where all stakeholders feel valued and improve student learning.

Action Steps to Implement

Establish schoolwide procedures and a system for our House program

-Purchase the RCA app for monitoring house points and student success.
-Display House points in real time to create buy-in and motivation.
-Highlight student achievements
-Continue to implement Student Government for house program.
-Utilize Monthly House Meetings for SEL lessons
-Utilize incentives to increase student and teacher attendance and improve student learning.
-A School-wide behavior plan will be implemented to increase structure and decrease behavior referrals.
-PD and learning walks will be utilized for teachers to observe exemplars within the school.

Monitor: Administration will monitor the effectiveness of our schoolwide behavior system and house program. Our Magnet Lead Teacher and teacher leaders will monitor House Points, the effectiveness of House meeting topics and lead student government.

Person Responsible	Cynthia Crim (cynthia.crim@hcps.net)

Utilize SEL techniques throughout the school

-Utilize research-based strategies and sensory tools to deescalate student behavior
-Provide ongoing PD in SEL and deescalation techniques
-Create a schedule for students who need tier 3 interventions through members of our student services team
-Create a focus specific to each grade level to develop emotionally and physically healthy students.

Monitor: Administration will monitor the effectiveness of , RTI Resource, Magnet Lead teacher and Student Services team will monitor Tier 3 behavior strategy implementation and use of deescalation techniques.

Person Responsible   Cynthia Crim (cynthia.crim@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Dunbar's culture thrives because of our stakeholder groups and business and community partners. We have regularly scheduled times for teachers, to provide feedback on school initiatives and curriculum. We meet with PTA and SAC each month and have a strong partnership with Hyde Park United Methodist Church. Our church partnership is created with student success in mind. Our volunteers pull students for small groups and tutoring, mentoring and preparing classroom materials for students.

Over the years Dunbar has continually worked on fine-tuning our House Program and the student council component.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction			$106,138.53
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	6400	130-Other Certified Instructional Personnel	1281 - Dunbar Elementary Magnet School	UniSIG	1.0	$68,000.01
		Notes: Salary-Reading Coach will provide teacher planning and instructional support. Coach will work with small groups of students to increase student understanding. Coach will provide data chats to instructional staff.				
	6400	210-Retirement	1281 - Dunbar Elementary Magnet School	UniSIG	1.0	$5,759.60
		Notes: Reading Coach Retirement 8.47%				
	6400	220-Social Security	1281 - Dunbar Elementary Magnet School	UniSIG	1.0	$4,216.00
		Notes: Reading Coach FICA 6.2%				
	6400	220-Social Security	1281 - Dunbar Elementary Magnet School	UniSIG	1.0	$986.00
		Notes: Reading Coach Medicare 1.45%				
	6400	240-Workers Compensation	1281 - Dunbar Elementary Magnet School	UniSIG	1.0	$346.80
		Notes: Reading Coach Workers Comp .51%				
	6400	231-Health and Hospitalization	1281 - Dunbar Elementary Magnet School	UniSIG	1.0	$12,920.00
		Notes: Reading Coach Health Ins 19.00%				
	5100	644-Computer Hardware Non-Capitalized	1281 - Dunbar Elementary Magnet School	UniSIG		$1,074.00
		Notes: Document cameras will be used in each classroom to have teachers and students participate in highly engaging standards aligned curriculum. The document cameras will allow for students to share work and get feedback from their classmates. The budget requests the purchase of 6 document cameras, which will allow for each classroom to have one. The cost of 1 document camera: $179.00 x6 for a total of: $1,074.00				
	6400	644-Computer Hardware Non-Capitalized	1281 - Dunbar Elementary Magnet School	UniSIG		$1,484.00
		Notes: Two colored printers will be purchased for common planning areas for teachers to create highly engaging materials to teach our standards aligned curriculum. The printers will be used in the media center and common planning room. HP Color Laserjet Enterprise M553dn EACH: $742.00 x2 total: $1,484.00				
	5100	644-Computer Hardware Non-Capitalized	1281 - Dunbar Elementary Magnet School	UniSIG		$6,619.60
		Notes: 20 laptops will be purchased to be used by students for daily instruction. Students will use the laptops to access engaging, standards based lessons, purchased subscriptions and have the ability to check out the laptops for use when not in the school building. Cost per laptop: $359.68 x20 total: $7193.60				
	5100	510-Supplies	1281 - Dunbar Elementary Magnet School	UniSIG		$4,732.52
		Notes: General supplies for teachers to create highly engaging and standards aligned lessons. Materials can include but are not limited to chart paper, markers, copy paper, cardstock, toner, pens, pencils, stick notes, folders and materials to display student work and data.				
2	III.A.	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$0.00**
					Total:	**$109,202.50**