Paul Laurence Dunbar K 8 Center

2021-22 Schoolwide Improvement Plan

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Paul Laurence Dunbar K 8 Center

505 NW 20TH ST, Miami, FL 33127

http://dunbarel.dadeschools.net/

Demographics

Principal: Maria De Armas

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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* Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (48%) 2016-17: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Dade 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Paul L. Dunbar K-8 Center prepares students with a comprehensive plan that will enhance their academic performance to ensure they succeed at or above grade level in elementary and beyond.

Provide the school's vision statement.

Paul L. Dunbar K-8 Center will develop all students to become lifelong learners, productive citizens, and contributors to society regardless of their background and socioeconomic status with the assistance of parents and the community.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Beckham, Necole	Reading Coach	Collaborates with teachers to create standards-based lessons and guides them in making instructional decisions that promote reading achievement. Conducts coaching cycles to model reading strategies that enhance lesson delivery and engagement. Leads professional development and shares best and latest reading practices with the team. Analyzes data and uses the data to place students in the correct intervention or enrichment program and monitors the program to provide guidance and support.
Torres, Marta	Teacher, K-12	Collaborates with coaches to create lessons that are engaging and promote student achievement. Works with parents to ensure that students are working to their optimal capacity. Collaborates with the leadership team to promote the vision and goals of the school.
Dearmas, Maria	Principal	Works alongside all stakeholders to create and implement a shared school vision. Nurtures and maintains a school culture that promotes a rigorous instructional program conducive to learning and staff development. Ensures that the daily staff operations result in a safe and effective learning environment that aligns with the school's goals and vision.
Russell, Alten	Assistant Principal	Assist the principal in the day-to-day operation of the building. Conduct daily walkthroughs to identify areas in need of improvement. Collaborates with teachers to ensure that the district objectives and school goals are clearly defined and met. Leads the RTI process, analyzes student data, monitors interventions/enrichment programs, and collaborates with parents to support the school's vision and goals.
Augustin, Ivanovna	Math Coach	Collaborates with teachers to create standards-based lessons. Conducts coaching cycles to model strategies that enhance lesson delivery and instruction. The math coach leads professional development and shares best practices with her team. The math coach analyzes data and uses the data to collaborate with teachers in developing remediation plans to implement during differentiated instruction. .

Demographic Information

Principal start date
Monday 7/19/2021, Maria De Armas

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.*
54

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

296

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	29	46	24	42	23	47	34	28	18	0	0	0	0	291
Attendance below 90 percent	15	20	5	24	12	20	13	8	5	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	8	4	4	9	8	2	0	0	0	0	40
Course failure in Math	0	3	1	3	4	4	12	8	3	0	0	0	0	38
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	11	4	5	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	9	13	2	0	0	0	0	28
Number of students with a substantial reading deficiency	3	14	11	33	12	23	19	15	9	0	0	0	0	139

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	6	4	1	9	5	7	15	13	3	0	0	0	0	63

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	8	4	1	6	0	2	5	6	1	0	0	0	0	33
Students retained two or more times	0	0	0	1	1	2	4	4	0	0	0	0	0	12

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	54	29	40	33	46	36	27	27	25	0	0	0	0	317
Attendance below 90 percent	23	8	22	17	17	10	10	8	12	0	0	0	0	127
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	4	6	8	1	6	7	8	4	0	0	0	0	44
Course failure in Math	0	4	1	8	2	9	7	9	5	0	0	0	0	45
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	10	4	8	4	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	8	11	7	6	0	0	0	0	36

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	6	4	6	11	4	13	12	9	9	0	0	0	0	74

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	8	4	1	5	0	2	4	6	1	0	0	0	0	31
Students retained two or more times	0	0	0	2	1	3	3	3	0	0	0	0	0	12

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	62%	57%	35%	62%	56%
ELA Learning Gains				60%	62%	58%	49%	62%	55%
ELA Lowest 25th Percentile				55%	58%	53%	47%	59%	48%
Math Achievement				42%	69%	63%	46%	69%	62%
Math Learning Gains				45%	66%	62%	47%	64%	59%
Math Lowest 25th Percentile				37%	55%	51%	46%	55%	47%
Science Achievement				35%	55%	53%	29%	58%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	34%	60%	-26%	58%	-24%
Cohort Comparison						
04	2021					
	2019	51%	64%	-13%	58%	-7%
Cohort Comparison		-34%				
05	2021					
	2019	24%	60%	-36%	56%	-32%
Cohort Comparison		-51%				
06	2021					
	2019	26%	58%	-32%	54%	-28%
Cohort Comparison		-24%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	47%	67%	-20%	62%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019	36%	69%	-33%	64%	-28%
Cohort Comparison		-47%				
05	2021					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-36%				
06	2021					
	2019	19%	58%	-39%	55%	-36%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	53%	-24%	53%	-24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades K-8 use Reading and Math iReady AP1 Data for Fall, AP2 for Winter, and AP3 for Spring as a monitoring tool. Fifth and 8th grade Science Baseline and Mid-year assessments are used as the science progress monitoring tool. Algebra topic assessments and mid-year assessments are used as progress monitoring tools.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.9	70.4	48.2
	Economically Disadvantaged	51.9	70.4	48.2
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.7	51.9	48.2
	Economically Disadvantaged	40.7	51.9	48.2
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.5	41.2	23.5
	Economically Disadvantaged	26.5	41.2	23.5
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			17.7
	Economically Disadvantaged			17.7
	Students With Disabilities			
	English Language Learners			

Grade 3			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.9	34.6	42.3
	Economically Disadvantaged	26.9	34.6	42.3
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		38.5	38.5
	Economically Disadvantaged		38.5	38.5
	Students With Disabilities			
	English Language Learners			

Grade 4			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.6	33.3	35.9
	Economically Disadvantaged	26.3	36.8	34.2
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.0	41.0	43.6
	Economically Disadvantaged	18.4	42.1	44.7
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.7	48.6	37.1
	Economically Disadvantaged	27.3	45.5	36.4
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.1	48.6	54.3
	Economically Disadvantaged	18.2	48.5	54.6
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		23.5	
	Economically Disadvantaged		21.2	
	Students With Disabilities		0	
	English Language Learners		0	

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.4		
	Economically Disadvantaged	30.4		
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		26.1	43.5
	Economically Disadvantaged		26.1	43.5
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

				2021 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 2019-20	C & C Accel 2019-20
SWD	5	34	36	13	24	29					
ELL	28	55	57	21	24	30	25	80			
BLK	31	41			24	21	23	33	82		
HSP	31	52	50	28	28	45	35	69			
FRL	30	46	46	26	25	33	33	75	17		

				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	8	33	40	15	29	31	9				
ELL	33	59	59	42	56	46	33				
BLK	40	59	50	40	38	33	33	50			
HSP	42	58	56	46	51	38	39	70			
FRL	40	60	56	43	46	38	37	57	80		

				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	15	58	60	27	38	40					
ELL	27	53	47	42	40	21	13				
BLK	30	43	39	44	49	52	30	64			
HSP	41	59	55	50	46	38	28	100			
FRL	34	50	49	46	47	46	30	85			

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	21
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	36
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	43
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
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 Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:
A comparison from the fall ELA and Math iReady (AP1) to Winter (AP2) demonstrates an increase in all grades except for 8th grade. Sixth grade had the most significant increase in ELA with 18 percentage points (30% to 48%). In Math 4th grade, the greatest growth, increasing by 26 percentage points (21% to 47%). Eighth grade did not make any growth within the proficient groups; proficiency remained at 12% for both AP1 and AP2. In math, 8th grade had no proficient students in AP1 or AP2.
2021 data findings:
A comparison from the fall ELA iReady (AP1) to Spring (AP3) demonstrates an increase in K-5th and 8th grade. In math, there was an increase from AP1 to AP3 in all grades except for 8th grade. Third and 5th grade showed the most significant growth from AP1 to AP3 in ELA and Math. In ELA , 3rd grade increased 14 percentage points (28% to 42%) and in math increased 26 percentage points (15% to 41%). In Reading, 5th grade increased 12 percentage points 26% to 38%, and Math increased 39 percentage points (17% to 56%). Economically disadvantage increased across the board in ELA except for 6th and 7th. Sixth grade decreased 14 percentage points (32% to 18%), and 7th decreased three percentage points (43% to 40%). In math, Economically Disadvantaged increased in all grades except 7th grade, 7th grade decreased from 19% to 10%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings:
When analyzing progress monitoring data, iReady ELA Tier 3 demonstrated a greater need for improvement when compared to Math Tier 3. In reading AP2, 27% of the students are in Tier 3. The most significant area of improvement is 8th grade, with 62% of the students being in Tier 3 in reading and 65% in math.

2021 data findings:
When analyzing progress monitoring data, Math demonstrates the most significant area for improvement. Progress monitoring data shows that 31% of the students are Tier 1 in math while 42% are Tier 1 in ELA . Second-grade math is an area of improvement as only 15% of second-grade

students demonstrate proficiency in Math. Economically Disadvantaged students in 4th grade also show a need for improvement as only 12% are proficient.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Attendance and student engagement have been two of the contributing factors to this need for improvement in Math. Inconsistent student attendance during the MSO and dual-modality instruction is a significant contributor to the decline in performance. Student engagement is also a contributing factor as it was challenging for teachers to provide feedback during mathematics computation and application while on MSO and dual-modality. Learning loss that resulted from these factors will be addressed via data-driven interventions and differentiated instruction. Classroom teachers will focus on developing and delivering lessons that have effective student engagement strategies. Student attendance will be monitored daily by homeroom teachers, counselor, and administration. Parents of truant students will be provided with the needed support and services.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

A review of iReady progress monitoring data derived from Power BI, third grade and fifth grade showed the most significant improvement. Third-grade students in ELA increased 14 percentage points from 26% in AP1 to 32% in AP3. Fifth-grade students also had a substantial increase in ELA, by increasing 12% percentages points from 26% in AP1 to 38% in AP3.

What were the contributing factors to this improvement? What new actions did your school take in this area?

One contributing factor that can be attributed to the improvement in achievement is that the majority of the 3rd and 5th-grade students attended school physically. Besides being at the school site, these two grades did not have any interruption of instruction as they did not have to be quarantined. Teachers were able to implement strategies with fidelity.

What strategies will need to be implemented in order to accelerate learning?

Several strategies will be implemented to accelerate learning and ensure proficiency across all grade levels. Student engagement will be a focus throughout the school year. Teachers will be provided with professional development on best practices for student engagement. Topic assessment data will be analyzed to ensure that core instruction is effective. Interventions for Tier 2 and Tier 3 will be implemented, monitored, and readjusted as needed.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

On-going professional development focusing on student engagement will be the focus throughout the school year. The teachers will select two strategies to implement monthly. These strategies will be the focus of the leadership during walkthroughs. During monthly professional development, teachers will provide feedback on the effectiveness of each new strategy implemented. Teachers will also be able to participate in coaching cycles to support specific needs or concerns.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers will be able to participate in collaborative planning sessions with coaches. These collaborative sessions serve as a springboard to sharing best practices, creating standards-based

activities, and developing their skills. Assessment data will continue to be monitored and analyzed to adjust interventions, differentiated instruction, and assess the effectiveness of core instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Engagement. We selected the overarching area of Student Engagement based on our findings that demonstrated Learning Gains in reading and math were decreasing. We need improvement in meeting the unique needs of all learners. Therefore it is evident that we must improve our ability to increase student engagement based on the levels of the students we serve. We will improve instructional delivery to all learners.
Measurable Outcome:	If we successfully implement student engagement strategies, then our Lowest 25 students learning gains percentage will increase by a minimum of 10 percentage point as evidenced by the 2022 State Assessments.
Monitoring:	The Administrative and Leadership Team will conduct weekly classroom walkthroughs, utilizing the framework of effective instruction, to ensure students are actively engaged in lessons. Administrators will review lesson activities to ensure that students are engaged in higher-order learning tasks, authentic learning, and maximizing instructional time for student learning.
Person responsible for monitoring outcome:	Maria DeArmas (mcdearmas@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of active learning. Active Learning strategies get students engaging with the lesson in different ways. Active learning will assist in accelerating the learning gains
Rationale for Evidence-based Strategy:	Active Learning will ensure that teachers are utilizing a variety of strategies that will encourage students to stay actively involved in the learning process, and drilling down on concepts.

Action Steps to Implement

The leadership team will conduct a student engagement presentation during the Opening of School Professional Development. The presentation will explicitly define student engagement with a hands-on activity and a video.

Person Responsible	Marta Torres (mtorres731@dadeschools.net)

During our first faculty meeting (9/8), Coaches will explain and give examples of the engagement strategy to be implemented through phase 1. During phase 1, cooperative learning will be the school-wide strategy.

Person Responsible	Necole Beckham (necolebeckham@dadeschools.net)

Literacy and math instructional coaches will model different high-yielding cooperative learning activities. Teachers will be able to choose a specific activity that they would like to implement.

Person Responsible	Ivanovna Augustin (iaugustin@dadeschools.net)

During collaborative planning, instructional coaches will assist teachers in planning a cooperative activity to be implemented within a lesson.

Person Responsible	Necole Beckham (necolebeckham@dadeschools.net)

From November 1, 2021 through December 17, 2021, selected teachers will be sent on learning walks to visit other classrooms to view their peers implementation of a specific student engagement strategy.

Person Responsible Maria DeArmas (mcdearmas@dadeschools.net)

From November 1, 2021 through December 17, 2021, during a faculty meeting, teachers will be introduced to 2 new student engagement strategies that they may use in their classroom.

Person Responsible Ivanovna Augustin (iaugustin@dadeschools.net)

From January 31, 2022 through April 29, 2022, during a faculty meeting, teachers will be placed in a virtual breakout room and a selected teacher will model the use of a student engagement strategy they have found effective to reach their L25 students.

Person Responsible Maria DeArmas (mcdearmas@dadeschools.net)

From January 31, 2022 through April 29, 2022 during data chats, teachers/administration will discuss the effectiveness of student engagement strategies implemented to improve student performance data for L25 students.

Person Responsible Alten Russell (266006@dadeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Math. We selected the overarching area of Math. Based on the data review, our school will focus on increasing student achievement in Math. Our findings on the 2020-2021 FSA data demonstrated we need improvement in meeting the unique needs of all learners. Therefore it is evident that we must improve our ability to increase student engagement based on the levels of the students we serve. We will improve on instructional delivery strategies to increase math achievement in all learners.
Measurable Outcome:	If we successfully address the Targeted Element of Math our current math proficiency level for 3rd - 8th grade will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct regular walkthroughs to ensure quality instruction is taking place. The Leadership Team will monitor mathematic topic assessments to analyze progress. Collaborative planning sessions will focus on remediation of the lowest standards from topic assessment. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.
Person responsible for monitoring outcome:	Ivanovna Augustin (iaugustin@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Math, our school will focus on the evidence-based strategy of: Differentiated Instruction. Differentiated Instruction will assist in providing a systematic approach of instruction to meet the students' needs. Differentiated instruction will be monitored through the use of data trackers, instructional planning and data driven conversations.
Rationale for Evidence-based Strategy:	Differentiated Instruction will assist in meeting the needs of students who are above grade level, on grade level and below grade level. Research has found that DI consistently yield positive results across a broad range of targeted groups.

Action Steps to Implement

The mathematics instructional coach will model how differentiated instruction should look during the math block. The coach will review the purpose and the role that differentiated instruction plays within the mathematic block.

Person Responsible	Ivanovna Augustin (iaugustin@dadeschools.net)

Teachers will utilize FSA, topic assessment, and iReady diagnostic data to formulate student D.I. groups.

Person Responsible	Ivanovna Augustin (iaugustin@dadeschools.net)

Teachers will utilize topic assessment data to create instructional focus calendars (IFCs) detailing topics that need to be remediated through bellringers.

Person Responsible	Ivanovna Augustin (iaugustin@dadeschools.net)

Student data trackers will be used to track student progress based on standards covered.

| **Person Responsible** | Alten Russell (266006@dadeschools.net) |

From November 1, 2021 through December 17, 2021, math teachers will be introduced to the Gradual Release of Responsibility Model of Delivery (GRR) during mathematics collaborative planning. The GRR will the be used as the mode of delivery in mathematics.

| **Person Responsible** | Ivanovna Augustin (iaugustin@dadeschools.net) |

From November 1, 2021 through December 17, 2021, during collaborative planning teachers will identify 2 to 3 word/problem solving applications question that students must complete daily to demonstrate mastery of the skill.

| **Person Responsible** | Ivanovna Augustin (iaugustin@dadeschools.net) |

From January 31, 2022 through April 29, 2022, instructional focus calendars will be developed to ensure specific standards are targeted during differentiated instruction.

| **Person Responsible** | Ivanovna Augustin (iaugustin@dadeschools.net) |

From January 31, 2022 through April 29, 2022 math teachers that have classes performing below 25% proficiency will receive additional coaching cycles in the areas of lesson delivery and differentiated instruction.

| **Person Responsible** | Ivanovna Augustin (iaugustin@dadeschools.net) |

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are in the primary grades (K-2nd grade). We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, the number of students with 15 or more absences will decrease from 26% to 20%.
Monitoring:	The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the Leadership Team on a weekly basis with emphasis on attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary. Attendance will also be monitored daily through the school bulletin by Administration and School Counselor. Daily attendance winners will be celebrated via afternoon announcements.
Person responsible for monitoring outcome:	Alten Russell (266006@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences. Rewards/Incentives will be provided based on students attending schools 5 consecutive days. In addition, the top 2 classrooms with the highest percentage of students in attendance will receive incentives.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

Attendance will be monitored by the administration, teachers, and counselor on a daily basis. Students that have displayed a truancy trend will be identified and monitored. Appropriate action will be taken to ensure that parents are notified and that the truancy process will be implemented with fidelity.

Person Responsible	Corinthia Williams (clawms@dadeschools.net)

Homerooms with perfect attendance will be acknowledged daily via the PA during afternoon announcements. The Bulletin board located in the main office listing all homerooms will be updated daily. The homeroom with the most perfect attendance will be rewarded on a monthly basis..

Person Responsible	Maria DeArmas (mcdearmas@dadeschools.net)

The school will partner with local community agencies to accept donations that will be incentives for students who have perfect attendance. Students with perfect attendance for the first nine weeks will be rewarded and participate in an ice cream party.

Person Responsible   Alten Russell (266006@dadeschools.net)

Names of students with perfect attendance for the week will be submitted to the administration. Ten students will be chosen randomly to visit the perfect attendance chest to select a prize.

Person Responsible   Maria DeArmas (mcdearmas@dadeschools.net)

From November 1, 2021 through December 17, 2021, administration will plan and organize a free field trip for students who have perfect attendance for a specified time frame.

Person Responsible   Alten Russell (266006@dadeschools.net)

From November 1, 2021 through December 17, 2021, students will receive a calendar of activities/reward dates for having perfect attendance for a specified timeframe.

Person Responsible   Ivanovna Augustin (iaugustin@dadeschools.net)

From January 31, 2022 through April 29, 2022 students will participate in attendance incentive celebrations for having perfect attendance.

Person Responsible   Maria DeArmas (mcdearmas@dadeschools.net)

From January 31, 2022 through April 29, 2022 administration will recognize teachers with perfect attendance during each faculty meeting and will raffle incentives for qualified teachers.

Person Responsible   Maria DeArmas (mcdearmas@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Specific Teacher Feedback. Teachers in the building didn't feel that they were receiving specific feedback after administrative walkthroughs. By providing specific feedback teachers will have the opportunity to reflect and improve on their instructional delivery, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Specific Teacher Feedback, the end-of-year teacher climate survey increase response to receiving feedback. Specific teacher feedback will be provided on the same day of the walkthrough observation. One specific aspect for improvement will be discussed between the teacher and administration during the feedback conversation.
Monitoring:	The Leadership Team will provide teachers with specific feedback and provide strategies for improvement. During walkthroughs the Leadership Team will re-visit teachers to see strategies from the feedback have been implemented.
Person responsible for monitoring outcome:	Maria Dearmas (pr1441@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Specific Teacher Feedback. By providing teachers with specific feedback from walkthroughs or observations will allow them to reflect and make adjustments.
Rationale for Evidence-based Strategy:	Providing teachers with timely and specific feedback will assist and support teachers in growing professionally. It will provide teachers the opportunity to engage in meaningful conversation with leadership team.

Action Steps to Implement

Administration will provide immediate feedback on instructional delivery, student engagement, classroom management, etc., to teachers after informal walkthroughs.

Person Responsible	Maria DeArmas (mcdearmas@dadeschools.net)

Administration will provide feedback to teachers after coaching cycles have been completed.

Person Responsible	Maria DeArmas (mcdearmas@dadeschools.net)

Professional development courses will be recommended to teachers when needed.

Person Responsible	Maria DeArmas (mcdearmas@dadeschools.net)

Administration will provide teachers with written, action steps that will improve teacher effectiveness.

Person Responsible	Alten Russell (266006@dadeschools.net)

From November 1, 2021 through December 17, 2021, administration will conduct classroom observations and have conferences with teachers with finding of the visit; coaching cycles will be assigned based on feedback.

Person Responsible   Maria DeArmas (mcdearmas@dadeschools.net)

From November 1, 2021 through December 17, 2021, administration will conduct data chats with teachers to discuss academic progress being made with students.

Person Responsible   Maria DeArmas (mcdearmas@dadeschools.net)

From January 31, 2022 through April 29, 2022, administration will provide corrective feedback to teachers with the focus on how teachers are progressing with improving student scores of the L25.

Person Responsible   Maria DeArmas (mcdearmas@dadeschools.net)

From January 31, 2022 through April 29, 2022 administration will provide follow-up feedback on progress made after initial feedback within a 3 week period.

Person Responsible   Maria DeArmas (mcdearmas@dadeschools.net)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Vocabulary. We selected the overarching area of Vocabulary based on our findings that 70% of students in grades 3-8 scored below a level 3 on the 2021 statewide, standardized ELA assessment. We are not properly instructing students in the Big 5 areas of reading (Phonemic Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension) therefore it is evident that we must improve and streamline our focus on providing adequate vocabulary instruction to all students. We will provide targeted Vocabulary Instruction in all grade levels to ensure that students improve that area which will in-turn positively impact other areas where understanding vocabulary is critical.
Measurable Outcome:	If we successfully provide students with new vocabulary and vocabulary strategies, then our reading proficiency will increase by a minimum of 10 percentage points as evidenced by the 2022 Florida State assessment.
Monitoring:	The Leadership Team will conduct bi-weekly walkthroughs to monitor the fidelity of teachers instructing and modeling vocabulary strategies, Administrators will review lesson plans weekly to ensure vocabulary is targeted for each subject. The Leadership Team will also conduct weekly walkthroughs to ensure that vocabulary is posted throughout the room. The reading coach will monitor completion of vocabulary bellringers in grades K-5. The Leadership Team will also conduct data chats with a focus on growth in vocabulary related standards.
Person responsible for monitoring outcome:	Maria Dearmas (pr1441@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Academic Vocabulary Instruction. Academic Vocabulary Instruction will assist students in better understanding text, thus improving reading comprehension. Academic Vocabulary Instruction will be monitored by through informal and formal classroom observations by the Leadership Team.
Rationale for Evidence-based Strategy:	Academic Vocabulary Instruction will ensure that teachers are providing all students with the strategies needed to access grade-level text when reading independently. Teachers will ensure that strategies are used that will benefit all students including students with reading difficulties and students learning the English Language. Academic Vocabulary Instruction has been researched to determine its effectiveness and has been shown to improve students reading scores.

Action Steps to Implement

8/31 - 10/11 During collaborative planning, the Reading Coach and Teachers will identify the appropriate vocabulary that will be taught and the strategies that should be used to best ensure all students grasp an understanding of the vocabulary.

Person Responsible	Necole Beckham (necolebeckham@dadeschools.net)

8/31 -10/11 A school-wide vocabulary initiative will begin. School-wide vocabulary words will be taught during morning announcements throughout the school year.

Person Responsible	Alten Russell (266006@dadeschools.net)

8/31 - 10/31 In our October faculty meeting, a PD will be conducted by the Instructional Coaches to teacher on various academic vocabulary strategies.

Person Responsible Necole Beckham (necolebeckham@dadeschools.net)

8/31 - 10/11 Teachers will use and allow students to use digital resources and media to facilitate understanding of vocabulary.

Person Responsible Maria Dearmas (pr1441@dadeschools.net)

From November 1, 2021 through December 17, 2021, teachers will plan for and incorporate and complete vocabulary lessons during differentiated instruction.

Person Responsible Necole Beckham (necolebeckham@dadeschools.net)

From November 1, 2021 through December 17, 2021, teachers will use vocabulary webs as one strategy of teaching vocabulary.

Person Responsible Necole Beckham (necolebeckham@dadeschools.net)

From January 31, 2022 through April 29, 2022, instructional focus calendars will be developed to ensure specific standards are targeted during differentiated instruction.

Person Responsible Necole Beckham (necolebeckham@dadeschools.net)

From January 31, 2022 through April 29, 2022, data chats will be conducted between administration/teacher, teacher/student, administration/student, teacher/parent to discuss ELA iReady AP2, topic assessment, and other formative/summative assessment data.

Person Responsible Maria DeArmas (mcdearmas@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org, Paul Laurence Dunbar K-8 Center is ranked #1,180 out of 1,395 elementary schools statewide and #118 out 121 elementary in the county. There was zero suspension at Paul L. Dunbar, ranking #1 out of 1,395. A school-wide discipline plan is in placed to ensure the safety and well-being of all students. The discipline plan is reviewed with students by the administration and later on by teachers. Students exhibiting improper behavior are reminded of the discipline plan, and consequences are applied.

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.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through one-on-one and small group counseling. Students are rewarded weekly for academic achievement. Staff is provided opportunities to take part in Team-Building activities for health and wellness. We provide opportunities for feedback from staff and students in the form of surveys and round-table discussions. We also ensure information is provided to all stakeholder through our weekly bulletin and our school website and social media. We continue to build our skill-set to ensure our students are provided with skills to help cultivate a positive learning environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor and support the attendance and discipline. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00

	Total:	$0.00