

Hillsborough County Public Schools

# Dunbar Elementary Magnet School



## 2021-22 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: 6/7/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: D (34%) 2017-18: C (49%) 2016-17: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## Dunbar Elementary Magnet School

1730 W UNION ST, Tampa, FL 33607

[ no web address on file ]

### 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 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	89%

### School Grades History

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

### School Board Approval

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### SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Crim, Cynthia	Principal	Oversee all operations and instruction of the school.
Quintyne, Alexandra	Magnet Coordinator	SAC Chair, PFE coordinator

### Demographic Information

#### Principal start date

Sunday 6/7/2020, 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.*

1

**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.*

4

**Total number of teacher positions allocated to the school**

17

**Total number of students enrolled at the school**

245

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

4

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

2

#### 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	31	31	49	53	47	57	0	0	0	0	0	0	0	268
Attendance below 90 percent	9	8	14	12	9	15	0	0	0	0	0	0	0	67
One or more suspensions	0	0	1	2	1	0	0	0	0	0	0	0	0	4
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 FSA ELA assessment	0	0	0	29	33	24	0	0	0	0	0	0	0	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	29	52	0	0	0	0	0	0	0	96
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	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	1	0	0	0	0	0	0	0	0	0	0	1

**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	1	3	5	0	0	0	0	0	0	0	0	0	9
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 11/4/2021

**2020-21 - 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	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	

**2020-21 - 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	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	

## 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				43%	52%	57%	49%	52%	56%
ELA Learning Gains				39%	55%	58%	52%	52%	55%
ELA Lowest 25th Percentile				33%	50%	53%	48%	46%	48%
Math Achievement				53%	54%	63%	55%	55%	62%
Math Learning Gains				26%	57%	62%	44%	57%	59%
Math Lowest 25th Percentile				11%	46%	51%	36%	44%	47%
Science Achievement				30%	50%	53%	56%	51%	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	42%	52%	-10%	58%	-16%
Cohort Comparison						
04	2021					
	2019	41%	55%	-14%	58%	-17%
Cohort Comparison		-42%				
05	2021					
	2019	44%	54%	-10%	56%	-12%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	54%	13%	62%	5%
Cohort Comparison						
04	2021					
	2019	53%	57%	-4%	64%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-67%				
05	2021					
	2019	34%	54%	-20%	60%	-26%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	51%	-22%	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.**

iReady was used for reading and math for all grade levels. Our district science baseline and midyear were used for the science data. FSA was used for the Spring science measure.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	32	53
	Economically Disadvantaged	11	31	53
	Students With Disabilities	0	50	50
	English Language Learners	0	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	26	48
	Economically Disadvantaged	16	26	49
	Students With Disabilities	10	15	30
	English Language Learners	0	20	40
	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	26	48

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	50	63
	Economically Disadvantaged	26	50	63
	Students With Disabilities	33	33	67
	English Language Learners	0	50	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	33	46
	Economically Disadvantaged	16	33	46
	Students With Disabilities	54	67	80
	English Language Learners	0	10	50
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	59	55
	Economically Disadvantaged	33	59	58
	Students With Disabilities	43	71	50
	English Language Learners	0	0	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	29	58
	Economically Disadvantaged	8	27	61
	Students With Disabilities	17	43	63
	English Language Learners	0	0	40

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	48	54
	Economically Disadvantaged	28	45	52
	Students With Disabilities	31	31	46
	English Language Learners	0	0	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	42	61
	Economically Disadvantaged	35	39	57
	Students With Disabilities	34	44	57
	English Language Learners	44	36	60
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	36	50
	Economically Disadvantaged	20	35	48
	Students With Disabilities	31	43	47
	English Language Learners	0	0	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	39	57
	Economically Disadvantaged	29	38	57
	Students With Disabilities	46	54	62
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	29	45	48
	Economically Disadvantaged	26	45	47
	Students With Disabilities	39	56	25
	English Language Learners	4	2	0

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	35	55		39	45						
ELL	40			47							
BLK	33	58	50	51	45		30				
HSP	58	62		64	46		73				
MUL	50			60							
FRL	41	62	46	56	48	54	47				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
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				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
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				

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
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	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

When analyzing our iReady data, our students showed significant increases within reading and math from the three diagnostic assessments.

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

Our area for greatest opportunity is our proficiency in both Reading and math.

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

Now that we have a solid foundation with core instruction, we are looking to build our overall proficiency within all core subject areas.

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

Our Science data showed the most improvement overall.

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

We implemented intentional planning around the standards and wrote lessons according to the content limits.

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



We are continuing to pull students into small groups based on our observations from pre-assessments, monthly assessments and iready data. We re-teach data when it is a natural fit within the current grade-level appropriate standards.

**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.**

We have been centering our learning are Data Driven Instruction and Aggressive Monitoring our students. Our teachers will visit model classrooms in a nearby school who have implemented DDI. Once they've visited the other school, we will set up model classrooms on our campus for teachers to observe the aggressive monitoring practices and data chats.

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

The support provided to our students and teachers is provided by our site-based leadership team. We've put a strong plan in place for common planning with each grade level, data chats for each assessment and targeted small groups of students being pulled 4 days a week for additional support in both reading and math.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

Instructional Priority: Teachers will aggressively monitor whole group instruction to inform opportunities to address unfinished learning within small groups.

**Area of Focus Description and Rationale:** Rationale: When reviewing iReady, Achieve3000 and various other assessments throughout the school year we came to the conclusion that many of our students made gains but continued to have gaps in their understanding of grade-level standards. Because of this, we have decided to continue our focus of standards aligned instruction, and spending a majority of our instructional time in small group settings. This year we will focus on aggressively monitoring our students and providing individual feedback to ensure each student is making the appropriate amount of growth while at the same time, filling instructional gaps through acceleration.

Based on the end of year FSA assessment in 2022, 55% of all students in grades 3-5 will make a proficient score in reading, math and science.

**Measurable Outcome:** By October 2021, 100% of teachers will implement on grade level, standards-aligned instruction within small groups in the ELA block and when appropriate in the math block. By December 2021, 100% of teachers will utilize Achievement Level Descriptors (grades 3-5) to differentiate within independent work and small group instruction. This will be monitored through the collection of data using site-based walk-through form (school look-fors).

The percent of students scoring a level 3 or higher will improve to 55% in all subjects. The overall learning gains and bottom quartile gains for reading and math will increase to 50%.

**Monitoring:** Administration and instructional coaches will meet weekly and ILT (every 8 weeks) to discuss progress towards our goals. As a leadership team and ILT we will utilize the look-fors developed during preplanning to ensure consistency and fidelity of the implementation of our instructional priority.

**Person responsible for monitoring outcome:** Cynthia Crim (cynthia.crim@hcps.net)

**Evidence-based Strategy:** 1) Teachers will use data from assessments and aggressive monitoring to scaffold instruction  
2) Teachers will utilize small group instruction to fill instructional gaps through differentiation and acceleration.

**Rationale for Evidence-based Strategy:** John Hattie's research shows the effectiveness factor of small group instruction (.47) and differentiation/RTI (1.29). With the effectiveness hinge point being .40, these two focus points will increase student achievement for ALL students.

**Action Steps to Implement**

The Reading Coach will focus on coaching, modeling, lesson planning, and pulling small groups. The coach will meet with all ELA teachers weekly to plan for standards-aligned instruction. During planning, the coach and teachers will plan by utilizing a variety of tools, including the ALDs to differentiate instruction for each small group. They will utilize current standards data to plan for enrichment or to fill instructional gaps. This will happen weekly and will be under the supervision of the school principal. Follow-up data will be collected monthly to progress monitor the implementation of the coaching positions.

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

The Math Coach will focus on coaching, modeling, lesson planning, and pulling small groups. The coach will meet with all math teachers weekly to plan for standards-aligned instruction. During planning, the coach and teachers will analyze current and past data to determine an appropriate entry point for each lesson to ensure student success. They will also use current data and/or ALDs to plan for enrichment or to fill instructional gaps. This will happen weekly and will be under the supervision of the school principal. Follow-up data will be collected monthly to progress monitor the implementation of the coaching positions.

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

The magnet lead will be in charge of marketing and enrollment of all new students. The lead teacher will plan with teachers on a weekly basis to imbed our medical theme. The Magnet lead teacher will attend all magnet events for the district, create marketing materials, be in charge of our communication with community stakeholders and provide tours to potential families and business partners. The magnet lead teacher will be our science contact. While being the science contact, she will plan with teachers for standards-based science instruction and pull small groups based off science data. The magnet lead will plan school-wide events to include families and community members.

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

During Pre-Planning, all instructional staff will work together to develop look-fors derived from our Four Principles of Excellent Instruction. When highlighting our focus look-fors, we will develop a consensus of what they "look like" and "sound like". Teachers will work with our coaches to implement these strategies. We will utilize the ILT cycle and move through the Plan, Do, Check and Act stages to ensure successful implementation. These look-fors will be used to monitor progress of our SIP goal.

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

During Pre-planning teachers will be trained on Aggressive Monitoring of students through Data Driven Instruction. As a school we will develop a common feedback system to be used for both reading and math and for primary and intermediate grade levels.

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

Provide professional development for teachers to observe each other through site-based learning walks. These mini PD sessions will be centered around observing practices related to small group instruction, acceleration and aggressive monitoring. PD will be ongoing throughout the year, taking place a minimum of once per quarter for both reading and math. Implementation will be monitored by school principal.

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

Create data tracking systems for our ESSA subgroups to include African American, multiracial, SWD and Economically disadvantaged students. All staff members will meet quarterly and after each major assessment to analyze data and create action plans specific to growing each subgroup's proficiency rate. Implementation and effectiveness of this action step will be monitored by administration.

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

Administration and instructional coaches will hold data chats with teachers after each Math and ELA Progress Monitoring Assessment (PMA). During data chats, we will compare overall proficiency and proficiency by standard. We will utilize this data to inform our planning sessions, each small group's instructional focus, opportunities for acceleration and to monitor growth of all students.

Teachers will then hold data chats with students to share strengths and opportunities of growth following PMAs.

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

Create protocols for planning and PLCs to ensure time is set aside to plan for specific times within a lesson for the teacher to employ aggressive monitoring strategies.

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

Purchase supplies for highly engaging and standards based lessons. Supplies needed include copy paper, student consumable supplies, toner, folders, headphones for laptops, pencil sharpeners, metal file folder holders used for holding laptops, colored paper, markers, labels, ziplock bags, etc...

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

Create a master schedule to include opportunities for teachers to meet with coaches, utilize planning resources and create engaging lessons for students. Planning sessions will take place weekly and monitored by school principal.

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

Purchase updated technology to make standards-based lessons engaging for all students. Technology will include, but not be limited to interactive displays, document cameras, printers and projectors.

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

**#2. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	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.
<b>Measurable Outcome:</b>	By October 2021, 75% of teachers will use our house system with fidelity and 100% will by December 2021. By October 2021, 75% of teachers will implement Social Emotional Learning within their classrooms and 100% will by December 2021 as measured through site-based look-fors.
<b>Monitoring:</b>	Ms. Quintyne will monitor weekly points for our house system and our student services team will monitor implementation of SEL strategies within daily lessons.
<b>Person responsible for monitoring outcome:</b>	Alexandra Quintyne (alexandra.quintyne@hcps.net)
<b>Evidence-based Strategy:</b>	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.
<b>Rationale for Evidence-based Strategy:</b>	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**

Provide professional development to teachers during preplanning on schoolwide systems for PBIS and our HOUSE system. This training will be written and given by the principal and magnet lead teacher. Progress of implementation will be monitored by school principal.

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

Continue MTSS system to include academics and behavior. The MTSS systems will be taught during the first month of school and all MTSS groups will begin when we have iReady scores at the beginning of September. Data sorts will be conducted by grade level with academic coaches and administration. Progress of implementation will be monitored by school principal.

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

Student services team will work together to design an SEL plan for Dunbar Elementary. The SEL plan will include strategies to be used throughout the school to include the classroom, cafeteria, in specials and hallways. The plan will be presented to teachers during preplanning. Implementation of the strategies will take place throughout the 1st 9 weeks. Monitoring will be completed by principal quarterly.

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

Create support systems for our ESSA subgroups to include African American, multiracial, SWD and Economically disadvantaged students. Our Student Services Team and Leadership Team will meet monthly to ensure equity in points being earned and implementation of SEL small groups with student services team members. Implementation and effectiveness of this action step will be monitored by administration.

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

Student services team will work together to design an SEL plan for Dunbar Elementary. The SEL plan will include strategies to be used throughout the school to include the classroom, cafeteria, in specials and hallways. The plan will be presented to teachers during preplanning. Implementation of the strategies will take place throughout the 1st 9 weeks. Monitoring will be completed by principal quarterly.

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

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Based on the 2021 ELA FSA Scores, 38% in grade 3rd grade and 41% in 4th grade scored at proficiency, which is level 3 or higher. This score was due to students not leaving the primary grades reading on level and having large gaps to fill in intermediate grades. By focusing on ELA, the instructional improvements will include aggressive monitoring with feedback and acceleration, resulting in an improvement in student proficiency on FSA.

**Measurable Outcome:** The percent of 3rd and 4th grade students scoring at (a) 3 or higher on FSA will increase to 50% as measured by May 2022.

**Monitoring:** This area of focus will be monitored through planning sessions, and implementation of the plans. Both the principal and assistant principal will monitor implementation in classrooms and provide feedback to teachers.

**Person responsible for monitoring outcome:** Cynthia Crim (cynthia.crim@hcps.net)

**Evidence-based Strategy:** Develop & implement student success criteria, accountability, and feedback practices in order to increase student ownership of work and active engagement.

**Rationale for Evidence-based Strategy:** In 2021, the data showed that students were successful during the "I do, and we do" portions of gradual release but really struggled with independent practice. The improvement strategy of providing success criteria and feedback will allow teachers to aggressively monitor student understanding, resulting in knowing how to accelerate learning in small groups which will lead to improved student academic performance in ELA.

**Action Steps to Implement**

Provide professional development to teachers that will provide them specific strategies to increase student ownership of work and active engagement.

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

Utilize actual student tasks from weekly lesson plans as a guide to create student exemplars and success criteria.

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

Develop equitable practices around providing students feedback across the ELA block, as learned in PD, utilizing the success criteria and exemplars as a guide.

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

Conduct focused walk throughs in grades 3-5, providing feedback to teachers on use of success criteria, equitable feedback, and student engagement.

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

**Additional Schoolwide Improvement Priorities**



Using the [SafeSchoolsforAlex.org](https://www.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 the School Safety Dashboard, we are ranked #101 out of #119 elementary schools in the county. Our highest rank area is physical attack and threat or intimidation. As a school, we plan to reinforce our schoolwide discipline plan. Administration and teachers will provide grade level assemblies to explain and model schoolwide expectations.**

**Administration will closely monitor discipline and develop a plan to support students and their parents.**

#### 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.

Use the following research-based programs to ensure a positive school culture exists on campus: PBIS, CHAMPS, and Restorative Practices.

Utilize the SAC Team ensure equity and the voice all stakeholders voices in the decision making process..

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

PBIS, CHAMPS, and Restorative Practices will be supported by the Students Services Team and implemented by the teachers.

SAC Team as Equity Team - SAC Chairperson, Admin, and SAC Team Members

#### 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				\$101,284.58
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	1281 - Dunbar Elementary Magnet School	UniSIG	1.0	\$72,400.07



			<i>Notes: *Reading Coach will focus on coaching, modeling, lesson planning, and pulling small groups. The coach will meet with all ELA teachers weekly to plan for standards-aligned instruction. During planning, the coach and teachers will plan by utilizing a variety of tools, including the ALDs to differentiate instruction for each small group. They will utilize current standards data to plan for enrichment or to fill instructional gaps. This will happen weekly and will be under the supervision of the school principal. Follow-up data will be collected monthly to progress monitor the implementation of the coaching positions.</i>			
	6400	210-Retirement	1281 - Dunbar Elementary Magnet School	UniSIG		\$7,833.69
			<i>Notes: Reading Coach-Retirement (10.82%)</i>			
	6400	220-Social Security	1281 - Dunbar Elementary Magnet School	UniSIG		\$4,488.80
			<i>Notes: Reading Coach-FICA (6.2%)</i>			
	6400	220-Social Security	1281 - Dunbar Elementary Magnet School	UniSIG		\$1,049.80
			<i>Notes: Reading Coach-Medicare (1.45%)</i>			
	6400	230-Group Insurance	1281 - Dunbar Elementary Magnet School	UniSIG		\$13,566.01
			<i>Notes: Reading Coach-Health and Life Insurance (19%)</i>			
	6400	240-Workers Compensation	1281 - Dunbar Elementary Magnet School	UniSIG		\$369.24
			<i>Notes: Reading Coach-Workers Comp (.51%)</i>			
	5100	510-Supplies	1281 - Dunbar Elementary Magnet School	UniSIG		\$1,576.97
			<i>Notes: Purchase supplies for highly engaging and standards based lessons. Supplies needed include copy paper, student consumable supplies, folders, pencil sharpeners, metal file folder holders used for holding laptops, colored paper, markers, labels, ziplock bags</i>			
2	III.A.	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$0.00</b>
3	III.A.	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$0.00</b>
<b>Total:</b>						<b>\$106,495.00</b>