Paul Laurence Dunbar K 8 Center

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 7/15/2017

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (52%) 2018-19: C (50%) 2017-18: 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	ATSI
* 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.

Table of Contents

Paul Laurence Dunbar K 8 Center

505 NW 20TH ST, Miami, FL 33127

http://dunbarel.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
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.
Beckham, Necole	Instructional 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.
Augustin, Ivanovna	Instructional 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.
Torres, Marta	Other	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.

Demographic Information

Principal start date
Saturday 7/15/2017, Maria De Armas

Number of teachers with a 2022 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 2022 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.*

8

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

293

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	28	40	34	69	24	22	40	25	20	0	0	0	0	302
Attendance below 90 percent	0	10	12	17	5	4	13	2	4	0	0	0	0	67
One or more suspensions	0	0	4	0	0	8	2	2	0	0	0	0	0	16
Course failure in ELA	0	4	10	27	4	1	2	5	5	0	0	0	0	58
Course failure in Math	0	3	9	11	3	3	5	1	3	0	0	0	0	38
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	27	12	12	20	11	6	0	0	0	0	88
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	10	13	19	9	8	0	0	0	0	79
Number of students with a substantial reading deficiency	0	4	10	42	12	8	23	14	9	0	0	0	0	122

Using the table above, complete the table below with the number of students by current grade level who have 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	4	9	33	11	13	18	10	6	0	0	0	0	104

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	1	27	1	0	3	2	1	0	0	0	0	39
Students retained two or more times	0	0	0	4	1	0	2	3	1	0	0	0	0	11

Date this data was collected or last updated

Thursday 8/11/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	62%	56%				41%	62%	57%
ELA Learning Gains	62%						60%	62%	58%
ELA Lowest 25th Percentile	39%						55%	58%	53%
Math Achievement	39%	58%	50%				42%	69%	63%
Math Learning Gains	66%						45%	66%	62%
Math Lowest 25th Percentile	54%						37%	55%	51%
Science Achievement	44%	64%	59%				35%	55%	53%

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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	60%	-26%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	51%	64%	-13%	58%	-7%
Cohort Comparison		-34%				
05	2022					
	2019	24%	60%	-36%	56%	-32%
Cohort Comparison		-51%				
06	2022					
	2019	26%	58%	-32%	54%	-28%
Cohort Comparison		-24%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	47%	67%	-20%	62%	-15%
Cohort Comparison		0%				
04	2022					
	2019	36%	69%	-33%	64%	-28%
Cohort Comparison		-47%				
05	2022					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-36%				
06	2022					
	2019	19%	58%	-39%	55%	-36%
Cohort Comparison		-49%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	29%	53%	-24%	53%	-24%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-29%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	39	29	21	44	45	18				
ELL	30	57	27	35	60	70	20				
BLK	40	65	50	36	63	33	52	54			
HSP	37	60	35	42	68	77	38				
FRL	39	62	38	39	67	56	44	63	73		

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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	510
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	42
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	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

According to the FSA 2022 proficiency data, 34% of our students are proficient in ELA. That is an increase by 3 percent points from 31% to 34% in comparison with the 2021 FSA data. In addition, ELA data our level 1 and 2 students decreased 4 percentage points from 70% to 66% in comparison with the 2021 FSA data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to 2021 FSA, we feel that our greatest need for improvement is addressing our multiple subgroups, specifically our L25 students that include students with disabilities (SWDs) and ESOL students. 2022 FSA data showed 48% of students scored a Level 1 as compared to the 2021 FSA ELA where 40% of students scored a Level 1. That is an 8 percentage point increase in students scoring significantly below grade level. In addition only 34% of SWDs scored proficient on the 2022 FSA ELA according to the State Report Card.

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

The inconsistency of the implementation of differentiated instruction with fidelity. Additional emphasis on monitoring D.I. OPMs, and trackers would be needed to ensure D.I. is conducted daily and data is reviewed on a weekly/bi-weekly basis.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to 2002 FSA scores, 3rd through 8th grade Math proficiency increased from 22% to 36% which is a 14 percentage point increase from 2021-2022. Further, Algebra proficiency increased from 27% to 80% showing a 53 percentage point increase.

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

The contributing factors to this increase were consistency in collaborative planning and ensuring that secondary standards were reviewed during differentiated instruction. During collaborative planning, data was analyzed and instructional focus calendars were created to determine secondary standards to be taught. Secondary standards were also taught during extended learning opportunities.

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

Ongoing progress monitoring will be offered to accelerate learning. Through consistent monitoring of subgroups we can be proactive in addressing student needs quickly as they arise.

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.

Teachers will receive professional development that focus on B.E.S.T standards to ensure that they have the appropriate strategies and knowledge needed to effectively deliver instruction to students in reading and mathematics.

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

Extended learning opportunities will be offered to students to ensure academic growth. We plan on offering enrichment tutoring during T.A.L.E.N.T.S in grade 2nd, 6th, 7th, and 8th. Afterschool tutoring, Miami Heat Afterschool tutoring will target all 3rd through 5th grade students, and Title III ELL tutoring will target ELLs in grades 2-5. We think that by targeting specific subgroups we can enhance and accelerate their learning the targeted content areas.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 Florida Department of Education (FLDOE) Report Card, the subgroups that fell below the 41% threshold was our of students with disabilities (SWDs) where 62% of SWDs scored Level 1 or Level 2 on the 2022 ELA FSA. In comparison, 43% of SWDs in MDCPs scored level 1 or 2. A large portion of our L25 group is made up of SWDs. Based on this understanding, we will target our SWD population and our L25 population, as a whole, in reading.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the focus on Outcomes for Multiple Subgroups, we anticipate our SWDs and L25 proficiency will increase by an additional 10% on the F.A.S.T. assessment when comparing 2022 FSA and 2023 FAST PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats with teachers and students, tutoring and intervention groups will be adjusted based on current Iready, FAST PM1 data, and intervention assessments to review the progress of specified subgroups. Instructional Coaches will also monitor topic assessment data during collaborative planning sessions.
Person responsible for monitoring outcome:	Lourdes Escandell (escandell@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Outcomes for Multiple Subgroups, we will focus on the strategy of Ongoing Progress Monitoring. Ongoing Progress Monitoring will assist in accelerating the learning gains of our L25s as it will provided real time data to teachers and administration s the adjustments can be made to student instruction.
Rationale for Evidence-based Strategy: Explain the rationale for	Progress monitoring is an assessment technique that informs teachers and administration how and when to adjust curriculum so that students meet benchmark goals by the end of the year. This research shows that progress monitoring is an effective way to set and meet academic goals. We selected this strategy because in previous years we targeted specific groups to remediate however monitoring of the data was not incremental enough to know in real-time how students were performing.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Therefore, we feel that additional focus on Ongoing Progress Monitoring will assist us is fine tuning instruction for our SWD population.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Every two weeks during common planning, the coach and the teacher will review the iReady lessons of L25 within their class. The teacher will hold data chats with L25 students regarding their passing rates on iReady and set learning goals..

Person Responsible   Necole Beckham (necolebeckham@dadeschools.net)

After every chapter test given during 3rd - 5th intervention, the Reading Instructional Coach and Interventionist will conduct data chats with the SWDs to review their progress and set a new goal for the next chapter test.

Person Responsible   Necole Beckham (necolebeckham@dadeschools.net)

Every month, administration will have data chats with the ESE students and review topic assessment, iready, and Intervention data. Administration and the students in grades 6-8 will review their progress and set a new goal for the next two weeks.

Person Responsible   Alten Russell (266006@dadeschools.net)

Every month, administration will have a data chats with the ESE students and review topic assessment, iready, and Intervention data. Administration and the students in grades 3-5 will review their progress of and set a new goal for the next two weeks.

Person Responsible   Maria DeArmas (mcdearmas@dadeschools.net)

In December SWDs will participate in iReady Growth Monitoring for Reading and Math.

Person Responsible   Necole Beckham (necolebeckham@dadeschools.net)

After December Progress Monitoring is taken by SWDs, administration will hold a data chat lunch to discuss progress.

Person Responsible   Alten Russell (266006@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on 2022 Florida Standards Assessment Data, proficiency in the areas of Reading and Mathematics were below 50%. With the standards now switching from Florida Standards to B.E.S.T. standards in 3rd-8th grades, the leadership team felt that it is important to gain knowledge and for teachers to deepen their understanding of the standards in order to specifically target what they will teach to students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With implementation of the B.E.S.T. standards in grades 3-8, an additional 5% of the 3rd-8th grade population will score at grade level or above in the area of ELA and an additional 5% Math by the 2022-2023 state assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership Team will conduct quarterly and as needed data chats after Ongoing-Progress Monitoring Assessments, iReady Diagnostics Assessments, and through review of lesson plans. Student trackers will also be reviewed to ensure teachers are monitoring data with fidelity.
Person responsible for monitoring outcome:	Maria DeArmas (mcdearmas@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of B.E.S.T. Standards, our school will work on the evidenced-based strategy of: Curriculum Alignment. Curriculum Alignment to B.E.S.T. standards will assist in increasing proficiency level of students in grades 3-8 as students will receive instruction on the appropriate grade level content they is now covered and may not have been covered in previous years.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Curriculum Alignment will ensure that teachers are using relevant, recent, and aligned standards when delivering instruction to teachers. If teachers learn the new B.E.S.T. standards then it will allow them to target the grade-level appropriate skills students need to have for proficiency, as well as the prerequisite standards teachers may need to review with students in order to scaffold toward the grade level standard.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/17-10/10 ELA teachers will participate in collaborative planning with content instructional coaches to clarify standards.

Person Responsible	Necole Beckham (necolebeckham@dadeschools.net)

8/17-10/10 Math teachers will participate in collaborative planning with content instructional coaches to clarify standards.

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

8/15-10/10 ELA and Math teachers will be recommended and participate in at least one professional development opportunity focusing on B.E.S.T. standards.

| **Person Responsible** | Marta Torres (mtorres731@dadeschools.net) |

8/17-10/10 ELA and Math teachers will participate in one at least one coaching cycle that focus on lesson delivery of B.E.S.T. standards.

| **Person Responsible** | Necole Beckham (necolebeckham@dadeschools.net) |

10/31 - 12/16 ELA teachers will participate in a mini-pd that focuses on the development of stacking BEST Standards.

| **Person Responsible** | Necole Beckham (necolebeckham@dadeschools.net) |

10/31 - 12/16 Math teachers will receive a coaching cycle that focuses on modeling the "Dig-In and Explore" portions of the Math framework.

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

#3. Positive Culture and Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022-2023 School Climate Survey, 17% of students at Paul Dunbar had one or two referrals as compared to the district where 12% of students had referrals. This indicates that our teachers spent additional time focusing on and correcting negative behaviors during instructional time. In addition, the 2021-2022 School Climate Survey feedback from staff showed that 61% of teachers agreed with the statement "How often do you track student data or student work products to adjust your instruction", in comparison to 80% during the 2020-2021 School Climate Survey feedback.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Early Warning Systems we anticipate our disciplinary referrals decreasing by 7 percentage points on the 2022-2023 School Climate Survey. In addition, we expect a 10 percentage point increase in the frequency that teachers track student data based on teacher feedback from the 2022-2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will meet with the school counselor monthly to discuss student referrals so that the appropriate strategies can be utilized to improve student behavior. In addition, administration will monitor student data folders and trackers bi-weekly to ensure instruction is tailored to student needs.
Person responsible for monitoring outcome:	Alten Russell (266006@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Area of Positive Culture and Environment, we will focus on Early Warning Systems to ensure that students are identified in a timely manner so that the appropriate interventions can be set into place so that they can achieve academically.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	We want to ensure that we are proactive in addressing student and teacher needs. With monitoring the Early Warning Systems we hope to remove the barriers that effect many of our students in reaching their full educational potential, which is to be on grade level.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

By September 30, 2022, a School Discipline Committee will be created to discuss intervention strategies and rewards for students exhibiting undesired behaviors.

Person Responsible	Alten Russell (266006@dadeschools.net)

By October10, the School Discipline Committee will hold 1st meeting to discuss student behavior referrals and designate interventions.

Person Responsible	Corinthia Williams (clawms@dadeschools.net)

9/17 - 10/10 Instructional coaches will assist teachers in creating a data tracking system that will be used to ensure student data is monitored on a bi-weekly basis.

Person Responsible	Necole Beckham (necolebeckham@dadeschools.net)

9/17 - 10/10 Data chats will be held to ensure students are receiving appropriate interventions.

Person Responsible	Ivanovna Augustin (iaugustin@dadeschools.net)

In November and December, an afterschool meeting will be held where parents can sign-up for an appointment to discuss their child's data and possible interventions that may assist the child's academic and Social-Emotional Growth.

Person Responsible	Alten Russell (266006@dadeschools.net)

In December, the School-Wide Discipline Committee will meet to discuss the effectiveness of prior plans created and plan for upcoming months.

Person Responsible	Alten Russell (266006@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We decided to focus on Instructional Leadership Team to address critical needs in our school. The data reveals that according to the Teacher school Climate Survey, out of 9 "staff reasons for participating in professional developments" Improving Student Outcomes were ranked 8th and Continuing Professional Growth was ranked 7th. To increase these ranking, we selected Instructional Leadership Team because we think that strengthening the leadership team and including additional members of the faculty, it will make the members want to improve their pedagogy for the benefit if the students and their own growth.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in monthly leadership team meetings to discuss not only logistical elements but academic elements of the school. The percentage of Leadership team members should increase by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	With the implementation of Instructional Leadership Team, teacher attendance will increase in leadership team and committee meetings.
Person responsible for monitoring outcome:	Maria Dearmas (pr1441@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Instructional Leadership Team we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to improve teacher willingness to participate in professional developments.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	We decided to focus on Instructional Leadership Team to address critical needs in our school. Our school is in need of teachers taking additional ownership in wanting to improve their instructional practices. We think that by making more instructional leaders, they will take the necessary steps to improve their craft as they will be looked upon by other teachers for guidance.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/15 Teachers will participate in a professional development that focuses on improving an instructional practice.

Person Responsible	Maria Dearmas (pr1441@dadeschools.net)

8/29 An Instructional Leadership Team meeting will be held to discuss and analyze standardized test scores from the 2021-2022 school year.

Person Responsible	Maria Dearmas (pr1441@dadeschools.net)

8/29 - 10/10 Bi-weekly leadership team meetings will be held to review steps taken to address academic deficiencies.

Person Responsible	Maria Dearmas (pr1441@dadeschools.net)

8/29 - 10/10 Members of the leadership team will host instructional professional developments during designated faculty meetings.

Person Responsible	Maria Dearmas (pr1441@dadeschools.net)

During the month of December, select members of the faculty will participate in a school-wide instructional review with the leadership team.

Person Responsible	Maria DeArmas (mcdearmas@dadeschools.net)

Leadership Team Meetings will be held bi-weekly before school to discuss school-wide issues. All teachers will be invited to participate.

Person Responsible	Maria DeArmas (mcdearmas@dadeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to 2021-2022 SAT-10 results, students in grades K-2 scored 34 as the median percentile as compared to MDCPS school district where the median percentile was 55. As a result we will implement Fluency Drills through D.I. utilizing high frequency words and Buddy Reading with level readers.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to the 2021-2022 Florida Department of Education (FLDOE) Report Card, our proficiency level was below 50%. 41% of our students were proficient in reading.As a result we will implement fluency Drills through D.I. utilizing McGraw-Hill leveled passages and Buddy Reading with level readers. Fluency is research based strategy that has been known to increase comprehension in struggling readers.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If successfully implementing fluency drills through D.I. and additional focus on high frequency words, we expect at least 44% of students to be on track to pass the statewide ELA K-2 STAR assessment. This would be a 10 percentage point increase from the 2021-2022 school year. .

Grades 3-5: Measureable Outcome(s)

If successfully implementing fluency drills through D.I. and additional focus on high frequency words, we expect at least 50% of students to be on track to pass the statewide FAST ELA Reading Assessment. This would be a nine percentage point increase from the 2021-2022 school year.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Each student will have a fluency tracker in their DI folder. Kinder and first grade will track using high frequency words. Grades 2-5 will track using a given passage for McGraw-Hill. Students will receive a weekly fluency OPM. Students will chart their results.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Beckham, Necole, necolebeckham@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will implement fluency drills from grades K-5. According to B.E.S.T standards, decoding and fluency are essential to creating proficient readers. Fluency drills are aligned with McGraw Hill Curriculum and BEST standards. McGraw-Hill provides fluency level passages for grades 2-5.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Reading fluency increases comprehension. Research states that reading fluency is the speed and accuracy of decoding words. Reading comprehension is the ability to understand what you are reading. A student is considered a proficient reader when reading fluency and reading comprehension are at grade level.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
The first action step is teacher modeling. Research demonstrates that various forms of modeling can improve reading fluency. Teachers will incorporate more read alouds from grades K-5. Teachers will model how to read with vocal expression.	Beckham, Necole, necolebeckham@dadeschools.net
The second action step is repeated reading. Research has shown significantly builds reading fluency is repeated reading. In fact, the National Reading Panel says this is the most powerful way to improve reading fluency. This involves simply reading the same material over and over again until accurate and expressive.	Beckham, Necole, necolebeckham@dadeschools.net
The third action step is Oral Reading Fluency assessments. Oral Reading Fluency has consistently been found to have a high correlation with reading comprehension. It is a valid, reliable and objective measure that can be used to identify students with reading difficulties and also for progress monitoring. ORF is a more accurate measure than teacher judgement.	Beckham, Necole, necolebeckham@dadeschools.net
The fourth action step is professional developments and/or lesson studies with a focus on student reading strategies and achievement.	Beckham, Necole, necolebeckham@dadeschools.net
Due to low implementation of the 1st action step, the Reading Coach will begin modeling. Research demonstrates that various forms of modeling can improve reading fluency. Teachers will incorporate more read-alouds from grades K-5. Teachers will model how to read with vocal expression.	Beckham, Necole, necolebeckham@dadeschools.net
Due to low implementation during the 1st phase, the next action step will be repeated reading. Research has shown significantly builds reading fluency is repeated reading. In fact, the National Reading Panel says this is the most powerful way to improve reading fluency. This involves simply reading the same material over and over again until accurate and expressive.	Beckham, Necole, necolebeckham@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.