

Paul L. Dunbar **Elementary School** Strategic Plan Workbook & Template



Mission-Paul Laurence Dunbar Elementary is a school that nurtures and develops life-long learners who are problem solvers and internationally minded citizens. SMART Goals

Increase the % of grades 3-5 students

scoring proficient or above in

Paul L. Dunbar Elementary

Reduce the number of insubordinate

4C. Social Media Blasts

4D. Robo Calls and Class Dojo

Increase the % of grades 3-5 students

scoring proficient or above in math

Vision-Paul Laurence Dunbar is a school where excellence is expected and all students are developed academically, socially, and emotionally in order to become globally competitive.

Increase parent

behavior referrals by 10% from 2019 reading from 17% Spring GMAS 2019 participation in school from 15% on Spring GMAS 2019 to to 2021-2022 SY to 20% on Spring GMAS 2022 18% on Spring GMAS 2022 hosted events School Strategies **APS Strategic Priorities & School Strategic Priorities** Initiatives 1A. Review of NWEA/MAP, HMH, Attendance, and Behavior Data weekly Weekly Data Review PLCS **Fostering Academic** 1B. Quarterly Parent Teacher Data Conferences Excellence for All 2. IB school-wide implementation Data **1C.** Learning Walks for Intervention, Guided Reading, IB, and Math **Curriculum & Instruction** Focus on Literacy and Math best practices. Signature Program 4. Intervention Block with HMH 5. After school tutorial 2A. Care Team weekly meetings and student tracker **Building a Culture of** 6. BASC-3 Behavior Screener 2B. Pre and Post Data for students attending after school tutorial **Student Support** Weekly CARE Team Meetings Whole Child & Intervention 2C. Full-time Wrap-Around Supports (Counselor, Behavior Specialist, Personalized Learning 8. Grade Level Leaders MTSS, Social Worker) Leadership Development Opportunities Equipping & Empowering 3A. PLC Norms and Protocols (Coordinators; Club Sponsors) 3B. After School Coordinator Leadership Opportunities and Planning Leaders & Staff 10. ESOL, SPED, & Homeless Inclusion Meetings Strategic Staff Support 3C. Allocation of General Budget and other funding sources for ESOL, **Equitable Resource Allocation** 11. Community Partners Network **SPED, & Poverty Students** On-Campus AVLF resources **4A. Monthly School Newsletters Creating a System of** 13. Parent Liaison and Parent Center 4B. Monday Folder communication of flyers and announcements

School Support Collective Action, Engagement

14, Community CARE Closet 15. Sheltering Arms Educare

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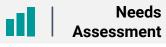
Review what you said you were going to do in your **previous strategic plan** and reflect on whether you achieved the impact you expected. These guiding questions will help set that stage for the rest of the needs assessment.

Impact: Did you achieve or make progress towards the goals identified in your strategic plan? What evidence/data do you have?

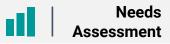
Implementation: Did you do (with fidelity) what you said you were going to do in your strategic plan? What evidence/data do you have?

Reflection: If you did not have the impact expected or implement with fidelity, why? What should you be aware of in this planning process?

Paul L. Dunbar Elementary School



Strengths	Opportunities
2/10 of the students scored proficient on GMAS 2020-2021	Increase the number of students that are proficient in ELA
Fifth grades students made significant growth in the areas of science (8%) and social studies (7%)	Increase the number of students that are proficient in Math
	Increase the number of students that are proficient in 5th Grade Science
	Decrease the number of out of school suspensions based on the 19-20 school year



	Our Overarching Needs	
(ES: Literacy Proficiency) To increase the number of students that are proficient in ELA	(ES: Numeracy Proficiency) To increase the number of students that are proficient in Math	(Whole Child/Student Support) To decrease the number of out of school suspensions based on the 19-20 school year
Why are students not proficient in ELA?	Why are students not proficient in Math? Why are there high instances of instances	
Students are not proficient because they lack foundational reading skills	Students are not proficient because they lack foundational math skills.	There are high instances of insubordinate behavioral issues because students are unable to regulate their emotions.
Why do they lack foundational reading skills?	Why do they lack foundational math skills?	
Students lack foundational reading skills due to the lack of rigorous reading instruction	Students lack foundational math skills due to the lack of rigorous math instruction.	Why are students unable to regulate their emotions?
Why aren't student receiving rigorous reading instruction?	Why aren't student receiving rigorous math instruction?	Students unable to regulate their emotions because they need additional coping strategies
Students aren't receiving rigorous reading instruction because teachers need additional differentiated coaching supports	Students aren't receiving rigorous math instruction because teachers need additional differentiated coaching supports.	provided by teachers and support staff.

Root Cause		
-	Teachers need additional support and professional development providing rigorous math instruction to students.	Teachers and staff need professional development on strategies to address and respond to students' coping strategies needs.