



Paul L. Dunbar Elementary School Strategic Plan Workbook & Template

2022-2025

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

Paul L. Dunbar Elementary

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 the % of grades 3-5 students scoring proficient or above in reading from 17% Spring GMAS 2019 to 20% on Spring GMAS 2022

Increase the % of grades 3-5 students scoring proficient or above in math from 15% on Spring GMAS 2019 to 18% on Spring GMAS 2022

Reduce the number of insubordinate behavior referrals by 10% from 2019 to 2021-2022 SY

Increase parent participation in school hosted events

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All
 Data
 Curriculum & Instruction
 Signature Program

Building a Culture of Student Support
 Whole Child & Intervention
 Personalized Learning

Equipping & Empowering Leaders & Staff
 Strategic Staff Support
 Equitable Resource Allocation

Creating a System of School Support
 Collective Action, Engagement
 & Empowerment

1. Weekly Data Review PLCS
2. IB school-wide implementation
3. Focus on Literacy and Math best practices.
4. Intervention Block with HMH
5. After school tutorial
6. BASC-3 Behavior Screener
7. Weekly CARE Team Meetings
8. Grade Level Leaders
9. Leadership Development Opportunities (Coordinators; Club Sponsors)
10. ESOL, SPED, & Homeless Inclusion
11. Community Partners Network
12. On-Campus AVLF resources
13. Parent Liaison and Parent Center
14. Community CARE Closet
15. Sheltering Arms Educare

- 1A. Review of NWEA/MAP, HMH, Attendance, and Behavior Data weekly
- 1B. Quarterly Parent Teacher Data Conferences
- 1C. Learning Walks for Intervention, Guided Reading, IB, and Math

- 2A. Care Team weekly meetings and student tracker
- 2B. Pre and Post Data for students attending after school tutorial
- 2C. Full-time Wrap-Around Supports (Counselor, Behavior Specialist, MTSS, Social Worker)

- 3A. PLC Norms and Protocols
- 3B. After School Coordinator Leadership Opportunities and Planning Meetings
- 3C. Allocation of General Budget and other funding sources for ESOL, SPED, & Poverty Students

- 4A. Monthly School Newsletters
- 4B. Monday Folder communication of flyers and announcements
- 4C. Social Media Blasts
- 4D. Robo Calls and Class Dojo

ACTIVITY: Reflect on the Work

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?

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

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

Root Cause

<p>Teachers need additional coaching support and professional development providing rigorous reading instruction to students.</p>	<p>Teachers need additional support and professional development providing rigorous math instruction to students.</p>	<p>Teachers and staff need professional development on strategies to address and respond to students' coping strategies needs.</p>
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