

School Strategic Plan History Log

Kanawha County Schools (039) Public District - FY 2022 - Dunbar Primary Center (039-222) Public School - School Strategic Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
6/2/2021 11:11:35 AM	Mellow Lee	Status changed to 'School Strategic Plan Approved by County'.	S
5/10/2021 10:04:25 AM	Michelle Settle	Status changed to 'School Strategic Plan Completed'.	S
3/10/2021 1:51:21 PM	Barbara Lewis	Status changed to 'School Strategic Plan Started'.	S
1/21/2021 2:52:46 PM	GPS Administrator	Status changed to 'School Strategic Plan Not Started'.	S

School Strategic Planning Team

Kanawha County Schools (039) Public District - FY 2022 - Dunbar Primary Center (039-222) Public School - School Strategic Plan - Rev 0

*** Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and LSIC members.**

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School Strategic Plan Core Beliefs / Mission

Kanawha County Schools (039) Public District - FY 2022 - Dunbar Primary Center (039-222) Public School - School Strategic Plan - Rev 0

*** What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.**

Mission Statement: Dunbar Primary School – Dream, Plan, Succeed!

Core Beliefs

- 1) All students can be successful.
- 2) We are creating lifelong College & Career Ready Learners.
- 3) Leadership & accountability are keys to our success in creating a College & Career Ready school.
- 4) Our school is a safe & nurturing place where character counts & all children are cherished & accepted.

School Strategic Plan - Demographic Data

Kanawha County Schools (039) Public District - FY 2022 - Dunbar Primary Center (039-222) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Demographic Data

Student Groups	State (2020-21)	County (2020-21)	School (2020-21)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	47.92	53.68	76.05
English Learners	0.67	0.51	1.14
Foster Care	2.27	2.49	2.66
Homeless	3.48	1.82	3.04
Military Connected	0.11	0.10	--
Students with Disabilities	19.31	18.14	16.73
Race			
American Indian or Alaska Native	0.08	0.05	--
Asian	0.63	1.16	1.14
Black or African American	4.09	10.19	22.05
Hispanic or Latino Native	2.01	1.03	1.52

Multi-Racial	3.84	5.78	11.41
Native Hawaiian or Other Pacific Islander	0.05	0.09	--
White	89.30	81.70	63.88
Gender			
Female	48.23	48.96	47.53
Male	51.77	51.04	52.47

Additional Data Sources:

* In the text box below, summarize the other (locally obtained) demographic data sources and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods, EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Local School Needs Assessment via Google Forms

Local School Culture Survey via Google Forms

Demographic Needs Assessment Summary:

* After review of all identified data results, provide the updated **root cause analysis** in the following text box, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?)

Our percentage of students that are economically disadvantaged is significantly higher than the state and county's, as well as the number of black and multi-racial students. There is also a larger number ELL students at Dunbar Primary than the state and county average. All of our other data is consistent with state and county data.

In order to more effectively serve our population this year, we will be hiring 4 additional staff members: a floating first grade aide, an additional Basic Skills Interventionist, a School Psychologist, and a Curriculum/Data Specialist.






We will provide a community mental health day, we will continue ELL services, etc.

School Strategic Plan - Academic Data

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School Strategic Plan - Academic Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	
<p>Due to the Assessment Waiver received by WVDE for the 2019-20 school year, there will be no Assessment data or Scorecard Ratings in the GPS data tables.</p>	

2030 Annual English Language Arts (ELA) Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

ELA Proficiency

Student Groups	School (2017-18)	School (2018-19)	School (2019-20)	2020 Scorecard Rating	County (2019-20)	State (2019-20)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	--	--		--	--
Status						
Economically Disadvantaged	--	--	--		--	--
English Learners	--	--	--		--	--
Foster Care	--	--	--		--	--
Homeless	--	--	--		--	--
Military Connected	--	--	--		--	--
Students with Disabilities	--	--	--		--	--
Race						
American Indian or Alaska Native	--	--	--		--	--
Asian	--	--	--		--	--
Black or African American	--	--	--		--	--
Hispanic or Latino Native	--	--	--		--	--
Multi-Racial	--	--	--		--	--

Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--
White	--	--	--	--	--	--
Gender						
Female	--	--	--	--	--	--
Male	--	--	--	--	--	--

ELA Academic Progress

Student Groups	School (2019-20) % of Students	2020 Scorecard Rating	County (2019-20) % of Students	State (2019-20) % of Students
Status				
Economically Disadvantaged	--		--	--
English Learners	--		--	--
Foster Care	--		--	--
Homeless	--		--	--
Students with Disabilities	--		--	--
Race				
American Indian or Alaska Native	--		--	--
Asian	--		--	--

	Black or African American	--			--	--
	Hispanic or Latino Native	--			--	--
	Multi-Racial	--			--	--
	Native Hawaiian or Other Pacific Islander	--			--	--
	White	--			--	--
	Gender					
	Female	--			--	--
	Male	--			--	--

Reading Lexile Distribution - School (2019-20)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6					
7					
8					
11					

Additional Data Sources, including the data results:

In the text box below, list the additional data sources that have been reviewed to determine the root cause of the ELA data results (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

N/A - Dunbar Primary is a K - 2 School

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
N/A	N/A

ELA Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** in the following text box, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?) This section, also, provides the rationale to support local, state, and federal funded activities and connect to the strategic plan goals, strategies, and action steps.

N/A

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

Mathematics Proficiency

Student Groups	School (2017-18)	School (2018-19)	School (2019-20)	2020 Scorecard Rating	County (2019-20)	State (2019-20)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	--	--		--	--
Status						
Economically Disadvantaged	--	--	--		--	--
English Learners	--	--	--		--	--
Foster Care	--	--	--		--	--
Homeless	--	--	--		--	--
Military Connected	--	--	--		--	--
Students with Disabilities	--	--	--		--	--
Race						
American Indian or Alaska Native	--	--	--		--	--
Asian	--	--	--		--	--
Black or African American	--	--	--		--	--
Hispanic or Latino Native	--	--	--		--	--
Multi-Racial	--	--	--		--	--
Native Hawaiian or Other Pacific Islander	--	--	--		--	--

White	--	--	--	--	--	--
Gender						
Female	--	--	--	--	--	--
Male	--	--	--	--	--	--

Math Academic Progress

Student Groups	School (2019-20) % of Students	2020 Scorecard Rating	County (2019-20) % of Students	State (2019-20) % of Students
Status				
Economically Disadvantaged	--		--	--
English Learners	--		--	--
Foster Care	--		--	--
Homeless	--		--	--
Students with Disabilities	--		--	--
Race				
American Indian or Alaska Native	--		--	--
Asian	--		--	--
Black or African American	--		--	--

Hispanic or Latino Native	--		--	--
Multi-Racial	--		--	--
Native Hawaiian or Other Pacific Islander	--		--	--
White	--		--	--
Gender				
Female	--		--	--
Male	--		--	--

Mathematics Performance Distribution - School (2019-20)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6					
7					
8					
11					

Additional Data Sources, including the data results:

In the text box below, list the additional data sources that have been reviewed to determine the root cause of the Math data results (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

N/A

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
N/A	N/A

Mathematics Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** in the following text box, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?) This section, also, provides the rationale to support local, state, and federal funded activities and connect to the strategic plan goals, strategies, and action steps.

N/A

English Language Proficiency Assessment Results (ELPA21)

	School 2017-18	School 2018-19	School 2019-20	County 2019-20	State 2019-20
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	--	--	--	44.12	40.97

Detailed data by domain is available at [ZoomWV for Educators](#)

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	School 2017-18	School 2018-19	School 2019-20	County 2019-20	State 2019-20
Level 1	0	--	--	20	342
Level 2	0	--	--	18	291
Level 3	2	--	--	31	599
Level 4	0	--	--	22	234
Level 5	0	--	--	26	246

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	School 2017-18	School 2018-19	School 2019-20	County 2019-20	State 2019-20
Level 1	0	--	--	15	317
Level 2	1	--	--	18	295
Level 3	1	--	--	45	697
Level 4	0	--	--	23	214
Level 5	0	--	--	16	183

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	School 2017-18	School 2018-19	School 2019-20	County 2019-20	State 2019-20

Level 1	0	--	--	18	237
Level 2	0	--	--	14	223
Level 3	1	--	--	25	420
Level 4	1	--	--	25	335
Level 5	0	--	--	35	489

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	School 2017-18	School 2018-19	School 2019-20	County 2019-20	State 2019-20
Level 1	0	--	--	9	144
Level 2	0	--	--	9	121
Level 3	1	--	--	31	448
Level 4	0	--	--	26	485
Level 5	1	--	--	43	516

Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
N/A	N/A

EL Needs Assessment Summary:

* After review of all identified data results, provide the root cause analysis in the following text box, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?)





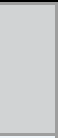
N/A

School Strategic Plan - High School Graduation and Student Success Data

Kanawha County Schools (039) Public District - FY 2022 - Dunbar Primary Center (039-222) Public School - School Strategic Plan - Rev 0

School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

Not Applicable (Elementary and Middle Schools)

On Track

Student Groups	School (2017-18)	School (2018-19)	School (2019-20)	2020 Scorecard Rating	County (2019-20)	State (2019-20)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						

Student Groups	School (2017-18) % of Students	School (2018-19) % of Students	School (2019-20) % of Students	County (2019-20) % of Students	State (2019-20) % of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					

Female							
Male							

10th Graders with two or more credits in English, Math, Science, and Social Studies

Student Groups	School (2017-18) % of Students	School (2018-19) % of Students	School (2019-20) % of Students	County (2019-20) % of Students	State (2019-20) % of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					

Homeless										
Military Connected										
Students with Disabilities										
Race										
American Indian or Alaska Native										
Asian										
Black or African American										
Hispanic or Latino Native										
Multi-Racial										
Native Hawaiian or Other Pacific Islander										
White										
Gender										
Female										
Male										

Graduation 5-Year Cohort										
Student Groups	School (2017-18)	School (2018-19)	School (2019-20)	2020 Scorecard Rating		County (2019-20)	State (2019-20)			
	% of Students	% of Students	% of Students			% of Students	% of Students			

Post-Secondary Achievement Data

Student Groups	School (2017-18)	School (2018-19)	School (2019-20)	2020 Scorecard Rating	County (2019-20)	State (2019-20)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						
Multi-Racial						

Native Hawaiian or Other Pacific Islander									
White									
Gender									
Female									
Male									

College Readiness (AP/IB)

Student Groups	School (2017-18) % of Students	School (2018-19) % of Students	School (2019-20) % of Students	County (2019-20) % of Students	State (2019-20) % of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					

Asian									
Black or African American									
Hispanic or Latino Native									
Multi-Racial									
Native Hawaiian or Other Pacific Islander									
White									
Gender									
Female									
Male									

College Readiness (Dual Credit)									
Student Groups	School (2017-18)	School (2018-19)	School (2019-20)	County (2019-20)	State (2019-20)				
	% of Students	% of Students	% of Students	% of Students	% of Students				
All									
Status									
Economically Disadvantaged									
English Learners									
Foster Care									
Homeless									

Military Connected							
Students with Disabilities							
Race							
American Indian or Alaska Native							
Asian							
Black or African American							
Hispanic or Latino Native							
Multi-Racial							
Native Hawaiian or Other Pacific Islander							
White							
Gender							
Female							
Male							

Career Readiness (CTE Completer and Advanced Courses)							
Student Groups	School (2017-18)	School (2018-19)	School (2019-20)	County (2019-20)	State (2019-20)	% of Students	% of Students
All							
Status							

Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						
Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						
Gender						
Female						
Male						

Additional Data Sources, including the data results:

In the text box below, list the additional data sources that have been reviewed to determine the root cause of the performance results (i.e. intervention data, sub group performance, current graduation rates, supplemental

programs/services, benchmarks, walkthrough data, pass/failure rates, Grad 20/20 monitoring, etc.). Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

N/A - Dunbar Primary is Prek - 2 School

Updated Implementation Results	Improvement Practices/Strategies Implemented (One Per Box)
--------------------------------	--

N/A

N/A

High School Graduation and Student Success Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** in the following text box, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?) This section, also, provides the rationale to support local, state, and federal funded activities and connect to the strategic plan goals, strategies, and action steps.






N/A

School Strategic Plan - Attendance and Behavior Data



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School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

Attendance - Percent of students chronically absent

Student Groups	School (2017-18)	School (2018-19)	School (2019-20)	2020 Scorecard Rating	County (2019-20)	State (2019-20)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	--	20.09		14.71	19.37
Status						
Economically Disadvantaged	--	--	24.85		20.93	26.92

English Learners	--	--	--	--	9.59	13.67
Foster Care	--	--	40.00	--	19.04	24.01
Homeless	--	--	0.00	--	37.71	30.06
Military Connected	--	--	--	--	4.76	10.63
Students with Disabilities	--	--	26.09	--	20.08	24.64
Race						
American Indian or Alaska Native	--	--	--	--	27.27	19.79
Asian	--	--	50.00	--	2.02	6.31
Black or African American	--	--	23.08	--	16.52	17.67
Hispanic or Latino Native	--	--	25.00	--	15.22	17.05
Multi-Racial	--	--	16.00	--	16.23	19.01
Native Hawaiian or Other Pacific Islander	--	--	--	--	0.00	18.42
White	--	--	19.18	--	14.60	19.60
Gender						
Female	--	--	22.86	--	15.30	19.89
Male	--	--	17.74	--	14.13	18.88

Behavior - Percent of Students with No Out of School Suspensions (excluding levels 3 and 4)

Student Groups	School (2017-18)	School (2018-19)	School (2019-20)	2020 Scorecard Rating		County (2019-20)	State (2019-20)
	% of Students	% of Students	% of Students			% of Students	% of Students
All	--	--	99.56			96.87	97.00
Status							
Economically Disadvantaged	--	--	99.41			95.57	95.70
English Learners	--	--	--			95.28	98.15
Foster Care	--	--	80.00			94.77	93.62
Homeless	--	--	100.00			94.89	94.70
Military Connected	--	--	--			100.00	99.47
Students with Disabilities	--	--	100.00			94.50	94.48
Race							
American Indian or Alaska Native	--	--	--			100.00	99.15
Asian	--	--	100.00			98.34	99.17
Black or African American	--	--	98.08			92.25	93.07
Hispanic or Latino Native	--	--	100.00			95.73	97.63
Multi-Racial	--	--	100.00			95.74	96.15
Native Hawaiian or Other Pacific Islander	--	--	--			100.00	100.00

White	--	--	100.00	97.47	97.17
Gender					
Female	--	--	100.00	98.39	98.59
Male	--	--	99.19	95.40	95.51

Additional Data Sources, including the data results:

In the text box below, list the additional data sources that have been reviewed to determine the root cause of the performance results (i.e. intervention data-attendance and/or behavior related, sub group performance, supplemental programs/services, agency supports, school counselor data, pass/failure rates, data from positive behavior supports, Grad 20/20 monitoring, etc.). Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

N/A

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Incentives for no tardies and absences each week Parent education as to how attendance affects academics	Add "on time" point to PBIS program

Attendance and Behavior Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis**, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?) This section, also, provides the rationale to support local, state, and federal funded activities and connect to the strategic plan goals, strategies, and action steps.

Parents and students do not value the importance of education. Students and parents have many external factors such as homelessness, drug use, domestic issues, etc that affect their ability to get to school.

Increase parent education and parent support. Continue to provide a safe, nurturing environment for students.

School Strategic Plan - Educator Effectiveness Data

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School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2019-20)	County (2019-20)	State (2019-20)
Performance Level	% of Teachers	% of Teachers	% of Teachers
Distinguished	59.09	29.87	12.91
Accomplished	40.91	67.31	82.46
Emerging	-	2.77	4.59
Unsatisfactory	-	0.06	0.03

Additional Data Sources, including results:

* In the text box below, list the additional data sources that have been reviewed to determine the root cause of the results (i.e. retention rates, areas of need, teacher attendance rates, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.) Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

School Climate Survey

Educator Effectiveness Needs Assessment Summary:

* After review of all identified data results, provide the updated **root cause analysis**, (Why does the data look the way

that it does?) which includes connections between educator effectiveness and student academic/success results identified within the comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, professional development opportunities provided and feedback from those sessions, effectiveness of past professional learning opportunities, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue.

Our data is consistent with county and state data. All teachers are highly qualified. Retention rates are fairly consistent. Most turnover is due to circumstances out of our control such as job relocation of significant others, retirement, etc.

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment and the strategic plan activities.

Continue Trauma Sensitivity Training with Hannah Cooper. We will also add a small amount of School Culture training, a book study in Math Number Sense routines, and a PBIS refresher,

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Plan Items

1 ELA

Description:

Students will read at or above grade level by the end of the school year.

PM 1.1 DIBELS K - 2

Description:

55% of K - 2 students will score at mastery (green) or above (blue) as measured by EOY DIBELS.

S 1.1.1 SPL

Description:

Provide quality core reading instruction and intensive and strategic support to address student needs

Component Item Name	
Title I Schoolwide	Opportunities for all children including subgroups
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners

AS 1.1.1.1 Monitoring Meetings

Description:

Monitoring meetings will occur on each scheduled PD Day (analyze data, adjust student groupings, and instruction)

Person Responsible:

Principal, Title I Teachers, and Classroom Teachers

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/30/2022

AS 1.1.1.2 Interventions

Description:

Provide Additional interventions through Title I and special education to address student needs. Teachers will utilize Jan Richardson Guided Reading and Intervention Strategies.

Person Responsible:

Title I, Resource, and Classroom Teachers

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 1.1.1.3 Success Maker

Description:

Regular utilization of the Success Maker Reading program

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 1.1.1.4 Early Literacy

Description:

Provide early literacy (pre-reading skills) to preschool students, to prepare for kindergarten.

Person Responsible:

Preschool Teachers

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 1.1.1.5 Blended Learning

Description:

Incorporate blended learning strategies to include training by the Learning 20/20 Team

Person Responsible:

Classroom teachers and 20/20 Learning Team

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 1.1.1.6 Guided Reading

Description:

Teachers will implement Jan Richardson Guided Reading and Intervention Strategies in all K - 2 classrooms. Support and training will be provided by Tish Lovejoy as needed.

Person Responsible:

Classroom teachers, Title I , Principal, and Tammy Seals

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 1.1.1.7 Parent Training

Description:

Family nights will be provided train parents on effective Reading Strategies

Person Responsible:

Teachers and Title I

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 1.1.1.8 Core Reading

Description:

Training will be provided for the new Core Reading Program

Person Responsible:

KCS Staff Development.

Estimated Begin Date:

8/4/2021

Estimated Completion Date:

8/4/2021

PM 1.2 Pioneer Valley Assessments

Description:

The percentage of students reading at or above grade level will increase from (2020-2021) to as measured by the end of year Pioneer Valley grade level assessment.

2 Math

Description:

Students will obtain mastery of grade level standards in mathematics by the end of the school year.

PM 2.1 Assessing Math Concepts

Description:

At least 90% of K-2 students will achieve "Basic Level" on the Assessing Math Concepts Benchmarks for their respective grades by the EOY Benchmark.

S 2.1.1 Targeted Instruction

Description:

Provide quality core math instruction and intervention support to address student needs

Component	Item Name
Title I	Opportunities for all children including subgroups
Schoolwide	Increase the quality and amount of learning time

Address the needs of at-risk learners

AS 2.1.1.1 My Math and Kathy Richardson Numeracy Program

Description:

Continue implementation of My Math K - 2 and begin the Kathy Richardson Numeracy Program in K-2 Classrooms

Person Responsible:

Classroom teachers, Title I , and Resource

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 2.1.1.2 Number Talks

Description:

Continued implementation of Number Talks in Kindergarten - 2nd grade Classrooms.

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 2.1.1.3 Monitoring Meetings

Description:

Monthly monitoring meetings (analyze data, adjust student groupings, and instruction)

Person Responsible:

Principal, Title I Teachers, and Classroom Teachers

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 2.1.1.4 Interventions

Description:

Provide quality core math instruction and intervention support to address student needs. An extra interventionist will be hired with ESSERF Money to add support to first grade students.

Person Responsible:

Title I, Resource, and Classroom Teachers

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 2.1.1.5 Blended Learning

Description:

Incorporate blended learning strategies to include training by the Learning 20/20 Team

Person Responsible:

Classroom teachers and 20/20 Learning Team

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2021

AS 2.1.1.6 Guided Math

Description:

Teachers will continue guided math time each day using the GUIDE principle.

Person Responsible:

Classroom Teachers and Title I

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 2.1.1.7 Implement Math4 Life Program throughout the school year

Description:

- the Math4Life website will be provided as a resource for parents during your parent meetings/IEP/SAT referrals, etc. -Math Interventionists/Title I Teachers participate in the Mastering My Math - The Mathematical Habits of Mind posters will be displayed in all classrooms K-12. -Teacher will have opportunities to attend math user groups in the evenings

Person Responsible:

Teachers and Title I

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 2.1.1.8 Parent Training

Description:

Family nights will be provided train parents on effective Math Strategies

Person Responsible:

Teachers and Title I

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

3 Trauma Sensitivity

Description:

All Staff will gain further knowledge on Trauma Sensitivity and implement strategies throughout the school.

PM 3.1 Discipline

Description:

Our goal is to decrease the total percentage of WVEIS incidents by 15% through effective discipline and intervention strategies.

S 3.1.1 ECPBIS

Description:

The school-based ECPBIS team will continue training the remaining staff in ECPBIS as well as strengthening the current PBS program using the strategies learned in the academy.

Component Item Name

Title I Schoolwide

Opportunities for all children including subgroups

Increase the quality and amount of learning time

Address the needs of at-risk learners

AS 3.1.1.1 Rules

Description:

Common school-wide rules

Person Responsible:

All Staff

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 3.1.1.2 Consequence Chart

Description:

The behavior consequence chart will be followed for all behavior infractions.

Person Responsible:

Discipline Committee/Classroom Teachers

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 3.1.1.3 Conscious Discipline

Description:

Teachers will continue to utilize conscious discipline strategies and materials to teach social/emotional skills.

Person Responsible:

Classroom Teachers and Counselor

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 3.1.1.4 Behavior Rewards

Description:

daily, weekly, and monthly rewards for students who meet behavior goals

Person Responsible:

Discipline Committee/Classroom Teachers

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 3.1.1.5 Procedures

Description:

All students will practice school-wide procedures the first two weeks of school, weekly review of procedures, and review after breaks.

Person Responsible:

All Staff and Students

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 3.1.1.6 Common Language

Description:

Staff will continue a "Common Language" for correcting negative behaviors.

Person Responsible:

All Staff

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 3.1.1.7 Trauma Sensitivity Training with Hannah Cooper - Book Study

Description:

All staff will participate in a series of Trauma Sensitivity training sessions starting with a Book Study, "Lost at Home"

Person Responsible:

All Staff

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 3.1.1.8 Mentors/Buddies

Description:

Each staff member will be assigned to an at-risk student. The staff member will serve as a mentor to that student throughout the school year.

Person Responsible:

All Staff

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 3.1.1.9 Cool Down Area

Description:

All teachers will have a "Cool Down" area within the classroom

Person Responsible:

All teachers

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 3.1.1.10 Parent Training

Description:

In September of 2021, DPS and DIS will have a Family Day based on family resources that deal with trauma, mental health, nutrition, meditation, etc.

Person Responsible:

Teachers and Title I

Estimated Begin Date:

9/11/2021

Estimated Completion Date:

9/11/2021

AS 3.1.1.11 On-site School Psychologist

Description:

A School Psychologist (specializing in behavior) will be hired to work on-site. Some responsibilities will include: -Writing Behavior Plans -FBAs -Small group and individual counseling -crisis counseling -IQ Testing

Person Responsible:

School Psych

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/31/2022

AS 3.1.1.12 Kickboard

Description:

All teachers will receive training on how to use Kickboard. Kickboard will be the new platform used to record positive behaviors and share this information with parents.

Person Responsible:

Anthony Gill

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

AS 3.1.1.13 Fidgets

Description:

Students will be given fidgets (aka Learning Tools) to help minimize negative behaviors in the classroom. Hannah Cooper will continue training teachers in how to best utilize these in the classroom setting

Person Responsible:

Classroom teachers , Hannah Cooper

Estimated Begin Date:

8/9/2021

Estimated Completion Date:

5/23/2022

Title I Schoolwide

Kanawha County Schools (039) Public District - FY 2022 - Dunbar Primary Center (039-222) Public School - School Strategic Plan - Rev 0

Not Applicable

Required Items [Expand All] [Collapse All]

Component Met

1) **Opportunities for all children including subgroups**

Address strategies to create opportunities for all children including subgroups

Explanation

See Strategies

1 ELA

PM 1.1 DIBELS K - 2

S 1.1.1 SPL

2 Math

PM 2.1 Assessing Math Concepts

S 2.1.1 Targeted Instruction



3 Trauma Sensitivity

PM 3.1 Discipline

S 3.1.1 ECPBIS

2) **Activities that strengthen a well-rounded educational program**

Address strategies that strengthen a well-rounded educational program

Explanation

See Strategies



3) **Increase the quality and amount of learning time**

Address strategies that increase the quality and amount of learning time

Explanation

See Strategies



2 Math

PM 2.1 Assessing Math Concepts

S 2.1.1 Targeted Instruction

3 Trauma Sensitivity

PM 3.1 Discipline

S 3.1.1 ECPBIS

4) **Provide an enriched and accelerated curriculum**

Address strategies that provide an enriched and accelerated curriculum

Explanation

See Strategies

1 ELA

PM 1.1 DIBELS K - 2

S 1.1.1 SPL

5) **Address the needs of at-risk learners**

Address strategies that address the needs of at-risk learners that may include the following:

- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition

Explanation

See Strategies

1 ELA

PM 1.1 DIBELS K - 2

S 1.1.1 SPL

2 Math

PM 2.1 Assessing Math Concepts

S 2.1.1 Targeted Instruction

3 Trauma Sensitivity

PM 3.1 Discipline

S 3.1.1 ECPBIS

6)

Parent and family engagement

Address strategies that increase the parent and family engagement

Explanation

See Strategies



Title I TAS

Kanawha County Schools (039) Public District - FY 2022 - Dunbar Primary Center (039-222) Public School - School Strategic Plan - Rev 0

Not Applicable

Required Items [Expand All] [Collapse All]		Component Met
1)	<p>Identify students to be served Address strategies to identify students to be served</p> <p>Explanation See strategies</p>	<input type="checkbox"/>
2)	<p>Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups</p> <p>Explanation See strategies</p>	<input type="checkbox"/>
3)	<p>Activities that strengthen a well-rounded educational program Address strategies that strengthen a well-rounded educational program</p> <p>Explanation See strategies</p>	<input type="checkbox"/>
4)	<p>Increase the quality and amount of learning time</p>	<input type="checkbox"/>

Address strategies that increase the quality and amount of learning time

Explanation

5)

Provide an enriched and accelerated curriculum

Address strategies that provide an enriched and accelerated curriculum



Explanation

6)

Address the needs of at-risk learners

Address strategies that address the needs of at-risk learners that may include the following:

- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition



Explanation

7)

Parent and family engagement

Address strategies that increase the parent and family engagement



Explanation

8)

Coordination of program

Address strategies that coordinate program services



Explanation

9)

Minimize pull-out instruction



Address strategies that minimize pull-out instruction

Explanation

10)

Review progress of children served under the program

Address strategies to review the progress of children served under the program

Explanation



School Strategic Plan Related Documents

Kanawha County Schools (039) Public District - FY 2022 - Dunbar Primary Center (039-222) Public School - School Strategic Plan - Rev 0

Required Documents

This page is currently not accepting Related Documents.

School Strategic Plan Checklist

Kanawha County Schools (039) Public District - FY 2022 - Dunbar Primary Center (039-222) Public School - School Strategic Plan - Rev 0

Checklist Description (Collapse All Expand All)