

School Strategic Plan History Log

Kanawha County Schools (039) Public District - FY 2019 - Dunbar Primary Center (039-222) Public School - School Strategic Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
8/21/2018 10:24:53 AM	Barbara Lewis	Status changed to 'School Strategic Plan Approved by County'.	S
6/8/2018 1:26:27 PM	Michelle Settle	Status changed to 'School Strategic Plan Completed'.	S
3/26/2018 8:21:21 AM	Bob Calhoun	Status changed to 'School Strategic Plan Started'.	S
3/5/2018 11:19:53 AM	GPS Administrator	Status changed to 'School Strategic Plan Not Started'.	S

School Strategic Planning Team	
Kanawha County Schools (039) Public District - FY 2019 - 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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*** What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.**

Core Beliefs

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

Mission

Dunbar Primary School- Dream, Plan, Succeed!

School Strategic Plan - Demographic Data

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School Strategic Plan - Demographic Data

Student Groups		State (2017-18)	County (2017-18)	School (2017-18)		School (3 Year Average)	
		% of Students	% of Students	% of Students	Count of Students	% of Students	Count of Students
All					299		303
Economically Disadvantaged							
	Low SES	48.98	51.36	72.58	217	63.51	192
SWD		16.73	14.12	23.75	71	21.43	65
EL		0.75	0.66	0.67	2	0.99	3
Race							
	American Indian or Alaska Native	0.09	0.08	0	0	0.11	0
	Asian	0.67	1.27	0	0	0.65	2
	Black or African American	4.28	10.68	22.07	66	21.98	66
	Hispanic or Latino	1.77	0.98	2.01	6	1.98	6
	Multi-Racial	3.07	4.47	13.38	40	12.2	37
	Native Hawaiian or Other Pacific Islander	0.04	0.06	0	0	0	0
	White	90.07	82.47	62.54	187	63.08	191
Gender							
	Female	48.26	48.7	42.81	128	45.86	139
	Male	51.74	51.3	57.19	171	54.14	164

• Demographic Data: After analyzing the data, provide a summary of findings related to decreases and increases in the subgroups' numbers and how it

impacts planning for learning.

The demographic data at DPS has remained steady throughout the past 3 years. There is a high percentage of students with Low SES.

School Strategic Plan - Academic Data

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School Strategic Plan - Academic Data

Academic Data - Reading Proficiency

Student Groups	State (2016-17)	County (2016-17)	School (2016-17)		School (3 Year Average)	
	% of Students	% of Students	% of Students	Count of Students	% of Students	Count of Students
All						
Economically Disadvantaged						
Low SES						
SWD						
EL						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino						
Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						
Gender						
Female						
Male						

[illegible]

- **Mathematics Performance Distribution:** After analyzing the data, provide a summary of findings and the impact it has on planning for learning within the grade levels as well as across the grade spans.

Because DPS is a PreK - 2nd grade school, there is no Academic Data.

School Strategic Plan - Post-Secondary Achievement Data

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School Strategic Plan - Post-Secondary Achievement Data

Graduation 4-Year Cohort

Student Groups	State (2016-17)	County (2016-17)	School (2016-17)		School (3 Year Average)	
			% of Students	Count of Students	% of Students	Count of Students
All						
Economically Disadvantaged						
Low SES						
SWD						
EL						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino						
Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						
Gender						
Female						
Male						

• Graduation Rate: After analyzing the data, provide a summary of findings related to decreases and increases in the subgroup numbers and how it impacts support to improve graduation rates.

Because DPS is a PreK - 2nd grade school, there is no Graduation Data.

Graduation 5-Year Cohort

Student Groups	State (2016-17)	County (2016-17)	School (2016-17)		School (3 Year Average)	
			% of Students	Count of Students	% of Students	Count of Students
All						
Economically Disadvantaged						
Low SES						
SWD						
EL						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino						
Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						
Gender						
Female						
Male						

• Graduation Rate: After analyzing the data, provide a summary of findings related to decreases and increases in the subgroup numbers and how it

impacts support to improve graduation rates.

Because DPS is a PreK - 2nd grade school, there is no Graduation Data.

College Readiness (AP/IB and Dual Credit)

Student Groups	State (2016-17)	County (2016-17)	School (2016-17)		School (3 Year Average)	
			% of Students	Count of Students	% of Students	Count of Students
All	1.99	2.63	-	-		
Economically Disadvantaged						
Low SES	0.08	0.07	-	-		
SWD	0	-	-	-		
EL	0	0.03	-	-		
Race						
American Indian or Alaska Native	0	-	-	-		
Asian	0.03	0.13	-	-		
Black or African American	0.07	0.27	-	-		
Hispanic or Latino	0.02	0.03	-	-		
Multi-Racial	0.02	0.02	-	-		
Native Hawaiian or Other Pacific Islander	0	-	-	-		
White	1.84	2.19	-	-		
Gender						
Female	1.21	1.59	-	-		
Male	0.78	1.04	-	-		

• College Readiness: After analyzing the data, provide a summary of findings related to decreases and increases in the subgroups' numbers and how it impacts support to increase successful participation in AP/IB/Dual credit courses.

Because DPS is a PreK - 2nd grade school, there is no College Readiness Data.

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	State (2016-17)	County (2016-17)	School (2016-17)		School (3 Year Average)	
			% of Students	Count of Students	% of Students	Count of Students
All	2.81	1.79	-	-		
Economically Disadvantaged						
Low SES	0.3	0.12	-	-		
SWD	0.07	0	-	-		
EL	0.01	0	-	-		
Race						
American Indian or Alaska Native	0	-	-	-		
Asian	0.01	-	-	-		
Black or African American	0.09	0.16	-	-		
Hispanic or Latino	0.02	0.01	-	-		
Multi-Racial	0.02	-	-	-		
Native Hawaiian or Other Pacific Islander	0	-	-	-		
White	2.68	1.62	-	-		
Gender						
Female	1.13	0.69	-	-		
Male	1.68	1.09	-	-		

• Career Readiness: After analyzing the data, provide a summary of findings related to decreases and increases in the subgroups' numbers and how it impacts support to increase successful completers in CTE programs of study and advanced courses.

Because DPS is a PreK - 2nd grade school, there is no Career Readiness Data.

Both College and Career Readiness

Student Groups	State (2016-17)	County (2016-17)	School (2016-17)		School (3 Year Average)	
			% of Students	Count of Students	% of Students	Count of Students
All	2.81	1.79	-	-		
Economically Disadvantaged						
Low SES	0.3	0.12	-	-		
SWD	0.07	0	-	-		
EL	0.01	0	-	-		
Race						
American Indian or Alaska Native	0	-	-	-		
Asian	0.01	-	-	-		
Black or African American	0.09	0.16	-	-		
Hispanic or Latino	0.02	0.01	-	-		
Multi-Racial	0.02	-	-	-		
Native Hawaiian or Other Pacific Islander	0	-	-	-		
White	2.68	1.62	-	-		
Gender						
Female	1.13	0.69	-	-		
Male	1.68	1.09	-	-		

• Both College and Career Readiness: Utilizing the side by side comparison, provide a summary of findings related to decreases and increases in subgroups' numbers and how it impacts planning and support for college and career readiness.

Because DPS is a PreK - 2nd grade school, there is no College and Career Readiness Data.

10th Graders with Twelve Earned Credits

Student Groups		State % (2016-17)	County % (2016-17)	School Number of Students (2016-17)	School % (2016-17)
All					
Economically Disadvantaged					
	Low SES				
SWD					
EL					
Race					
	American Indian or Alaska Native				
	Asian				
	Black or African American				
	Hispanic or Latino				
	Multi-Racial				
	Native Hawaiian or Other Pacific Islander				
	White				
Gender					
	Male				
	Female				

• After analyzing the data provide a summary of findings related to decreases and increases in the subgroup numbers and how it impacts planning and support to increase all 10th graders earning 12 credits.

N/A

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

Student Groups		State % (2016-17)	County % (2016-17)	School Number of Students (2016-17)	School % (2016-17)
All					
Economically Disadvantaged					
	Low SES				
SWD					
EL					
Race					
	American Indian or Alaska Native				
	Asian				
	Black or African American				
	Hispanic or Latino				
	Multi-Racial				
	Native Hawaiian or Other Pacific Islander				
	White				
Gender					
	Male				
	Female				

• After analyzing the data provide a summary of findings related to decreases and increases in the subgroup numbers and how it impacts planning and support to increase all 10th graders earning two or more credits in the four core areas while in the 10th grade.

N/A

School Strategic Plan - Student and School Success

Attendance

Students with Attendance over 90%						
Student Groups	State (2016-17)	County (2016-17)	School (2016-17)		School (3 Year Average)	
	% of Students	% of Students	% of Students	Count of Students	% of Students	Count of Students
All	82.17	86.87	79.76	197	83.2	212
Economically Disadvantaged						
Low SES	71.82	77.33	71.56	78	77.46	109.67
SWD	77.56	82.89	79.31	46	77.45	38
EL	91.08	95.7	100	1	100	2
Race						
American Indian or Alaska Native	79.49	87.5	-	-	-	-
Asian	94.94	95.5	-	-	-	-
Black or African American	84.19	85.81	90.77	59	88.71	50.67
Hispanic or Latino	84.75	83.72	80	4	93.33	3.33
Multi-Racial	82.63	83.48	79.41	27	80.9	22
Native Hawaiian or Other Pacific Islander	86.92	93.75	-	-	-	-
White	81.93	87.04	74.83	107	81.23	133.33
Gender						
Female	81.44	86.57	79.66	94	85.58	103.33
Male	82.87	87.17	79.84	103	81.06	108.67

• Attendance Data: After analyzing attendance data, provide a summary of findings related to decreases and increases in subgroups' numbers and how it impacts planning for learning and support. Include possible root cause analysis and other related causes to your findings.

The percentage of students with Attendance over 90% is at 79.76%. The only significant difference in subgroups, is the difference between Low SES and Not Low SES. The majority of students are low SES, but those that are Not SES have a significantly higher attendance rate than those that are Low SES. We will continue to use attendance incentives for all students.

Behavior Data

Percent of Students with No Out of School Suspensions (excluding levels 3 and 4)						
Student Groups	State (2016-17)	County (2016-17)	School (2016-17)		School (3 Year Average)	
	% of Students	% of Students	% of Students	Count of Students	% of Students	Count of Students
All	94.44	91.79	97.98	242	97.13	247.33
Economically Disadvantaged						
Low SES	90.93	87.38	97.25	106	96.29	135
SWD	90.45	87.31	98.28	57	97.34	47.67
EL	97.56	96.77	100	1	100	2
Race						
American Indian or Alaska Native	93.16	93.75	-	-	-	-
Asian	98.63	97.43	-	-	-	-
Black or African American	86.98	82.55	98.46	64	97.5	55.67
Hispanic or Latino	95.34	87.91	100	5	100	3.67
Multi-Racial	93.56	90.88	94.12	32	96.76	26.33
Native Hawaiian or Other Pacific Islander	98.13	93.75	-	-	-	-
White	94.76	92.94	98.6	141	97.03	158.33
Gender						
Female	96.94	94.84	99.15	117	98.34	118.67
Male	92.08	88.84	96.9	125	96.03	128.67

• Behavior Data: After analyzing behavior data as it relates to suspensions, provide a summary of findings related to decreases and increases in subgroups' numbers and how it impacts planning for learning and support services. Include possible root cause analysis and other related causes to your findings.

The percentage of students with No Out Of School Suspensions is 97.98%. This is above both the state and county averages. There are no significant differences in subgroups. This is a preK - 2nd grade school. We focus on teaching students positive behavior, practicing and learning rules and procedures, and talking about better choices rather than focusing on punitive consequences for these children.

School Strategic Plan - Educator Equity and Effectiveness Data

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School Strategic Plan - Educator Equity and Effectiveness Data

Evaluation Data

	State (2016-17)		County (2016-17)		School (2016-17)		School (3 Year Average)	
Performance Level	% of Teachers		% of Teachers		% of Teachers		% of Teachers	
Distinguished	6.51		17.02		9.09		10.28	
Accomplished	81.25		78		86.36		82.41	
Emerging	9.32		4.11		4.55		5.87	
Unsatisfactory	0.31		0.27					

• Educator Evaluation Data: After analyzing the data, provide a summary of findings including trends, root causes, and challenges to improve educator equity and effectiveness. This analysis should lead to the development of professional learning opportunities illuminated in the WVSIPP.

The majority of teachers are performing at the "Accomplished" level. This trend has remained consistent over the past two years. There has been a bit of administrative turnover over the past 4 years. Consistency in administration and staff development should increase teacher effectiveness. Another focus will remain to be to improve staff morale. This will be done through continuing a school-wide PBS program, team building activities, and staff development.

School Strategic Plan - Homeless Data

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School Strategic Plan - Homeless Data

Student Groups		State (2016-17 EOY)	County (2016-17 EOY)	School (2016-17 EOY)		School (3 Year Average)	
		% of Students	% of Students	% of Students	Count of Students	% of Students	Count of Students
Grades							
PK		0.14	0.16	0.36	1	0.12	0
K		0.26	0	1.08	3	2.24	6
1		0.25	0	0.36	1	0.94	2
2		0.24	0	1.08	3	1.65	4
3		0.25	0	0	0	0	0
4		0.23	0	0	0	0	0
5		0.21	0	0	0	0	0
6		0.17	0	0	0	0	0
7		0.15	0	0	0	0	0
8		0.14	0	0	0	0	0
9		0.15	0	0	0	0	0
10		0.12	0.1	0	0	0	0
11		0.13	0.06	0	0	0	0
12		0.18	0.15	0	0	0	0
Student Groups							
Unaccompanied Homeless Youth		0.08	0.13	0	0	0	0
SWD		0.59	0.39	0.36	1	0.24	0

EL		0.03	0	0	0	0.12	0
Nighttime Residence							
Code S = Shelters		0.32	0.49	1.81	5		2
Code D = Doubled-up		2.16	1.2	1.08	3	3.77	10
Code U = Unsheltered		0.1	0.12	0	0	0.23	0
Code H = Hotels/Motels		0.06	0.09	0	0	0.12	0

• Homeless Data: After analyzing the data, provide a summary of findings related to the homeless population and the impact it has on planning for learning.

Homeless among our student population has increased. This has had a negative impact on student learning. These students have high absenteeism and are not focused on learning when they are at school due to their chaotic and unstable home environment.

We are working to provide more staff development on trauma, how it affects students, and how to deal with these students.

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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. This is based on 2017 - 2018 DIBELS scores: By EOY 58% of students scored at o above grade level 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 Monthly Monitoring

Description:

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

Person Responsible:

Principal, Title I Teachers, and Classroom Teachers

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 1.1.1.1.2 Interventions

Description:

Provide Additional interventions through Title I and special education to address student needs

Person Responsible:

Title I, Resource, and Classroom Teachers

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 1.1.1.1.3 Smarty Ants

Description:

Regular utilization of the Smarty Ants Reading program

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 1.1.1.1.4 Early Literacy

Description:

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

Person Responsible:

Preschool Teachers

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

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:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 1.1.1.6 Data Notebooks

Description:

Students will graph scores from DIBELS and fresh reads in Data Notebooks

Person Responsible:

Classroom Teachers and students

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

PM 1.2 Lexiles (grades 1 and 2)

Description:

60% of students in grades 1-2 will read at or above grade level as measured by EOY DIBELS Lexile Levels

2 Math

Description:

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

PM 2.1 iReady K - 2

Description:

40% of students in grades K - 2 will score on/above grade level as evidenced by the EOY iReady assessment. This is based on the 2016 - 2017 pilot: by EOY 24% of 1st grade students scored at or above proficiency.

S 2.1.1 Targeted Instruction

Description:

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

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 2.1.1.1 ST Math

Description:

Regular utilization of ST Math software by completing 80% of the curriculum by the end of the school year.

Person Responsible:

Classroom Teachers, Title I

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 2.1.1.2 My Math

Description:

New math program (My Math) will be implemented K - 2 this year.

Person Responsible:

Classroom teachers, Title I , and Resource

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/25/2019

AS 2.1.1.3 Number Talks

Description:

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

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 2.1.1.4 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:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 2.1.1.5 Interventions

Description:

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

Person Responsible:

Title I, Resource, and Classroom Teachers

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 2.1.1.6 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:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 2.1.1.7 Data Notebooks

Description:

Students will graph scores from module tests in data Notebooks

Person Responsible:

Classroom Teachers and students

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

3 School Culture

Description:

Create a positive school culture for students and staff.

PM 3.1 WVEIS Behavior/PBS

Description:

Based on WVEIS Behavior Incidents from the 2017 - 2018 school year, Dunbar Primary School will implement a school-wide Positive Behavior Support Program. Our goal is to decrease the total percentage of WVEIS incidents by 20%.

S 3.1.1 School-wide Behavior Program

Description:

Create a school-wide Positive Behavior Support System.

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:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 3.1.1.2 Consequence Chart

Description:

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

Person Responsible:

Discipline Committee/Classroom Teachers

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 3.1.1.3 Data Notebooks

Description:

Student behavior will be graphed in data notebooks on a monthly basis.

Person Responsible:

Classroom Teachers and students

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

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:

8/20/2018

Estimated Completion Date:

5/24/2019

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:

8/20/2018

Estimated Completion Date:

5/24/2019

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:

8/20/2018

Estimated Completion Date:

5/24/2019

S 3.1.2 PATHS

Description:

The PATHS curriculum will be continued and utilized for PreK - 2nd Grade Students during guidance time.

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 3.1.2.1 Training

Description:

The counselor will provide training to all classroom teachers on how to utilize PATHS strategies in the classroom.

Person Responsible:

Counselor

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 3.1.2.2 Guidance Lessons

Description:

Counselor will teach PATHs Lessons on a weekly basis, with daily teacher support

Person Responsible:

Counselor and Classroom Teachers

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

AS 3.1.2.3 Cool Down

Description:

All classrooms and teaching areas will have a "cool down" area

Person Responsible:

Principal, Counselor, and Classroom Teachers

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

S 3.1.3 Trauma Sensitivity

Description:

Dunbar Primary will become a Trauma Sensitive School

Component	Item Name
Title I	Opportunities for all children including subgroups
Schoolwide	Activities that strengthen a well-rounded educational program

AS 3.1.3.1 Training

Description:

Staff will receive continued training in trauma sensitivity and implement strategies learned.

Person Responsible:

All Staff

Estimated Begin Date:

8/20/2018

Estimated Completion Date:

5/24/2019

4 Parent Involvement

Description:

To increase parent involvement through PTO, LSIC, Title I, and other meaningful and relevant family and community engagement.

PM 4.1 All families Prek - 2

Description:

Sign in sheets, agendas, evaluations of events, informal feedback from parent involvement events

S 4.1.1 Family Nights

Description:

Create opportunities for parents and families to engage in social and learning opportunities beyond school hours.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Address the needs of at-risk learners
	Parent and family engagement

AS 4.1.1.1 My Math

Description:

Parents will learn about the new My Math program and strategies to help their students at home.

Person Responsible:

Principal, Title I Teachers, and Classroom Teachers

Estimated Begin Date:

9/20/2018

Estimated Completion Date:

9/20/2018

AS 4.1.1.2 Spring Family Night

Description:

Parents and students will be given strategies to work towards reading achievement throughout the summer.

Person Responsible:

Principal, Title I Teachers, and Classroom Teachers

Estimated Begin Date:

5/2/2019

Estimated Completion Date:

5/2/2019

AS 4.1.1.3 Open House and Orientation

Description:

Parents will come to the school to meet new teachers and staff as well as learn about the School-wide Title I Program.

Person Responsible:

principal, Title I Teachers, and Classroom Teachers

Estimated Begin Date:

8/17/2018

Estimated Completion Date:

8/17/2018

S 4.1.2 School Day Opportunities

Description:

Provide parents with opportunities to visit the school during the regular school day.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Address the needs of at-risk learners
	Parent and family engagement

AS 4.1.2.1 Data and Donuts

Description:

Parents will be provided an opportunity to analyze students' DIBELS and I-Ready scores after the BOY and MOY benchmarks.

Person Responsible:

Principal, Title I Teachers, and Classroom Teachers

Estimated Begin Date:

10/4/2018

Estimated Completion Date:

1/31/2019

AS 4.1.2.2 PBL

Description:

Parents will visit the school to see the showcase of the spring science PBL.

Person Responsible:

principal, Title I Teachers, and Classroom Teachers

Estimated Begin Date:

5/17/2019

Estimated Completion Date:

5/17/2019

AS 4.1.2.3 Pastries with Parents and Pals

Description:

Parents and other significant adults will be invited for pastries with students on the following dates: Prek: May 9th Kindergarten:
May 10th 1st Grade: May 16th 2nd Grade: May 17th

Person Responsible:

Principal, PTO, and Classroom Teachers

Estimated Begin Date:

5/10/2019

Estimated Completion Date:

5/17/2019

Title I Schoolwide		
Kanawha County Schools (039) Public District - FY 2019 - 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 iReady K - 2 S 2.1.1 Targeted Instruction		
3 School Culture PM 3.1 WVEIS Behavior/PBS		

Address strategies that increase the quality and amount of learning time

Explanation

See Strategies

2 Math

PM 2.1 iReady K - 2

S 2.1.1 Targeted Instruction

3 School Culture

PM 3.1 WVEIS Behavior/PBS

S 3.1.1 School-wide Behavior Program

S 3.1.2 PATHS

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 iReady K - 2

S 2.1.1 Targeted Instruction

3 School Culture

PM 3.1 WVEIS Behavior/PBS

[S] 3.1.1 School-wide Behavior Program

[S] 3.1.2 PATHS

4 Parent Involvement

[PM] 4.1 All families Prek - 2

[S] 4.1.1 Family Nights

[S] 4.1.2 School Day Opportunities

6) **Parent and family engagement**

Address strategies that increase the parent and family engagement

Explanation

See Strategies

4 Parent Involvement

[PM] 4.1 All families Prek - 2

[S] 4.1.1 Family Nights

[S] 4.1.2 School Day Opportunities

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☒ Not Applicable

Required Items [Expand All] [Collapse All]		Component Met
1)	Identify students to be served Address strategies to identify students to be served Explanation	☐
2)	Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups Explanation	☐
3)	Activities that strengthen a well-rounded educational program Address strategies that strengthen a well-rounded educational program Explanation	☐
4)	Increase the quality and amount of learning time 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 2019 - 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 2019 - Dunbar Primary Center (039-222) Public School - School Strategic Plan - Rev 0

Checklist Description [\(Collapse All\)](#) [Expand All](#)