

DUNBAR SCHOOL

PRE-K THROUGH EIGHT ENRICHMENT-ENROLLMENT PROPOSAL



June 1, 2021

Revision Prepared by
Communities' One Project
Primary Partners
The Wings Foundation
Montessori based Urban Farm School©
Afterschool Labs STL
New Dimensions Soccer
Miss Tillie's Corner

Mission

To transition the Paul Laurence Dunbar Elementary School to a full-service Pre-K through 8 traditional neighborhood public school, thereby implementing an interdisciplinary strategy to improve the lives of students, families, and the community.

This mission will be accomplished in partnership with the St. Louis Public Schools (SLPS) and through the staffing, collaboration, and consultation provided by the Wings Foundation, Montessori based Urban Farm School (MБУFS©), Afterschool Labs STL, New Dimensions Soccer, and Miss Tillie's Corner.

A minimum of a five-year period is required for Dunbar to stay open to increase enrollment, improve attendance and academic performance.

This unique interdisciplinary approach will allow Dunbar school to grow into a vibrant school that provides a framework which successfully guides each learner to reach his/her optimum potential through cooperative learning and support services.

Vision

A world-class school that ensures student outcomes that lead to success in post-secondary educational pursuits, life-long learners, and life as competent citizens.



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WINGS FOUNDATION PREVENTION/INTERVENTION	NEW DIMENSION SOCCER	WINGS FOUNDATION PREVENTION/INTERVENTION
	AFTERSCHOOL LABS STL PROGRAM	
	URBAN FARM SEED TO TABLE 1 ST THRU 8 TH GRADE	
	MONTESSORI PROGRAM 2 ½ TO 6+ YEARS	

MONTESSORI PHILOSOPHY
AIDING HOLISTIC
(SOCIAL, EMOTIONAL, INTELLECTUAL)
DEVELOPMENT OF EACH CHILD



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Dunbar Plan

Service Coordination and Oversight

The Wings Foundation, Montessori based Urban Farm School (MБУFS©), Afterschool Labs STL, New Dimensions Soccer, and Miss Tillie's Corner in partnership with Dunbar Elementary School will effectively implement the proposed interdisciplinary support services.

The service needs of children with emotional and behavioral challenges and their families are complex and multidimensional. Such challenges require not only the ability to provide an array of services but mechanisms to ensure that services are provided in a coordinated cohesive manner.

At the beginning of the 2021-2022 school year, each community partner will have a representative to act on the advisory board to assist in monitoring the curriculum, school culture, and climate.

The Dunbar Elementary School administrative team along with the advisory board which also consists of students, parents, retired educators, and community stakeholders, will verify that this collaboration runs effectively.



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A Statement of the Need

Several landmark studies have been published over the last two decades revealing that a child's brain undergoes a transformative period of development in the first few years of life. These first years are the most crucial because human brains are built from the bottom up. The brain does not stop developing after early childhood. However, this is when it builds the foundation upon which it continues to develop during childhood, adolescence, and adulthood. Therefore, early childhood is the time when children can build either a strong and supportive foundation or a fragile and unreliable one.

Scientific studies are overwhelmingly discovering the enormous potential that children have from birth to six years of age. But, we— parents, caregivers, community leaders, and policy makers alike—continue to ignore this mine of mental treasure. Given what we currently know about the child's development, **it must be not only our responsibility, but also our duty to protect the rights of these children and nurture them with the utmost care.**



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Achievable Outcomes

- ❖ Increase enrollment each year
- ❖ Improve nutrition for students
- ❖ Foster environmental stewardship
- ❖ Develop seed-to-table curriculum
- ❖ Develop community based food production
- ❖ Increase school/community connectedness
- ❖ Develop civic responsibility
- ❖ Develop project based learning (PBL)
- ❖ To list the Paul Laurence Dunbar School in the National Register of Historic Places by 2022



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Achievable Outcomes

- ❖ Embedded student and family support team in Dunbar
- ❖ Academic achievement tied to the reduction of student adverse childhood experiences (ACE), trauma, and stress reduction services at school
- ❖ Career development training starting at the earliest grade level
- ❖ A comprehensive mentoring strategy and family advocacy for all students
- ❖ The integrated curriculum content is multidisciplinary and based on academic, career, social skills development and administered by cluster teams
- ❖ Real world and workplace learning to match the career interests of each student
- ❖ Multi-measure assessment and evaluation through an innovative adaptive learning program in mathematics and communication arts. This assessment will address the low performing reading scores that start in third grade.
- ❖ Civics, Citizenship Learning, Social Justice, Awareness, and Leadership Training beginning at the earliest grade level
- ❖ Fortify the **“Trifecta”** in the Jeff-Vander-Lou (JVL) as a unique advantage for students during and once they graduate from Dunbar School. The **“Trifecta”** provides a transitional **BRIDGE** for Dunbar graduates to enroll into Vashon High School and matriculate to the William J. Harrison St. Louis Community College.



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Research and Data

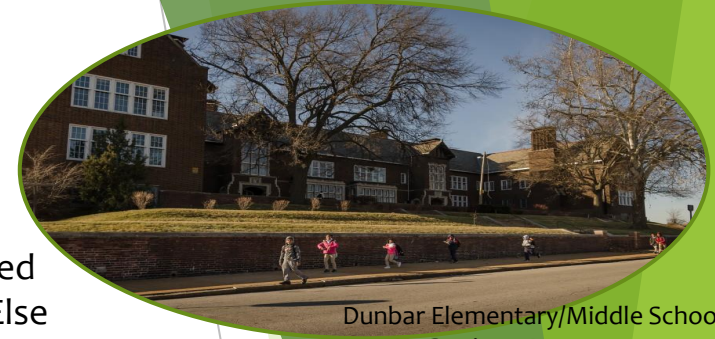
A landmark study in Milwaukee involving low-income children with an authentic Montessori education showed superior outcomes on several dimensions in social and academic measures than their peers. Drs. Lillard and Else Quest concluded that *“by the end of kindergarten, the children performed better on standardized tests of reading and math, engaged in more positive interaction on the playground, and showed more advanced social cognition and executive control. They also showed more concern for fairness and justice.”*

A later study funded by the National Science Foundation indicated that children in Classic Montessori programs, showed significantly greater school-year gains on outcome measures of executive function, reading, math, vocabulary, and social problem-solving, suggesting that high fidelity Montessori implementation is associated with better outcomes than lower fidelity Montessori programs or conventional programs.

A recent multi-year study of Montessori education in South Carolina’s public schools is the most comprehensive evaluation of public Montessori ever conducted in the United States. The study results demonstrate that the students who got Montessori education across the state are faring well, as compared to non-Montessori public school students, when examining academic, behavioral, and affective outcomes.

Numerous scientific research studies document the benefits of connecting children to nature. These outdoor learning environments provide variety in experience for the children and contribute to their healthy development.

A recent study by James Heckman, a Nobel Laureate economist, showed a significant per year return on investment for high quality early childhood programs for disadvantaged children – a rate substantially higher than any program offered in school and post-school. The positive outcome continues as long-term gains are significant and are realized through better outcomes in education, health, social behaviors, and reduced crime.



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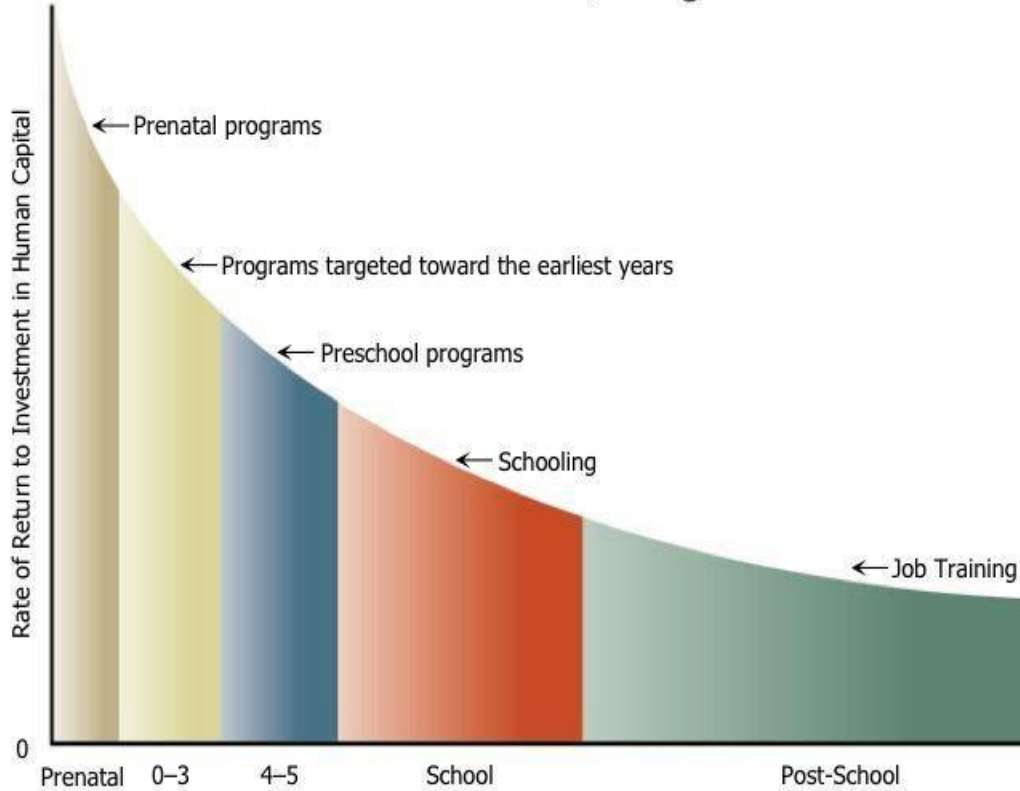
Research and Data

EARLY CHILDHOOD DEVELOPMENT IS A SMART INVESTMENT



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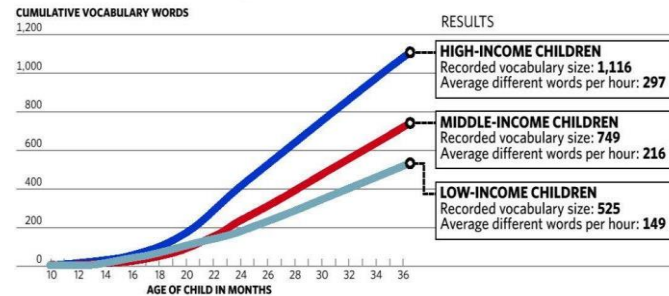
The earlier the investment, the greater the return



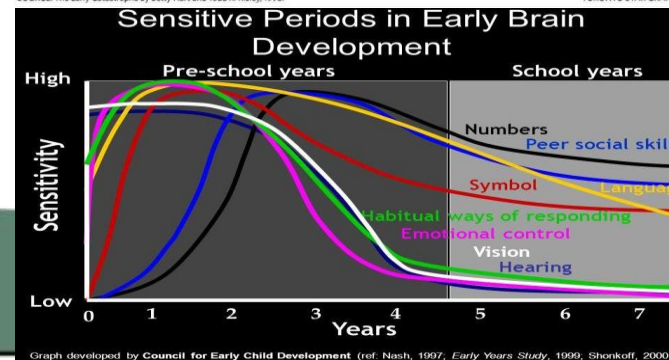
Source: James Heckman, Nobel Laureate in Economics

How income affects language learning

U.S. research has found poor families speak to their children less, with low-income children learning half as many words as high-income children by the age of 3. The researchers found early language skill was a reliable predictor for school performance later in life.



The data was collected from 42 families – 13 professional (high income families) 23 working class families (middle/lower income) and 6 families on welfare (low income). SOURCE: The Early Catastrophe by Betty Hart and Todd R. Risley, 1995. TORONTO STAR GRAPHIC



Graph developed by Council for Early Child Development (ref. Nash, 1997; Early Years Study, 1999; Shonkoff, 2000.)

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Costs

The collaborating partners are actively pursuing funding from a variety of foundations, government, and business sources. While we bring to the table some support of funding both actual dollars and in-kind, the bulk of the funding will come from the above sources.

During the COVID-19 pandemic, billions of dollars from the federal government for Title I Schools Grades K-12 support opening schools back up safely. Additional funds proposed by the Biden Administration have been allocated and more is on the way.

*The Dunbar children will be actively participating in a community project to list Dunbar School in the National Register of Historic Places by 2022 at no cost to the district.



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Seasonal Schedule

When the Dunbar School opens in the 2021-2022 school year, this is the annual projected schedule:

August/September/October: Plant identification, harvesting, preparation, nutrition education, harvest celebration/holiday season begins

November/December: Project based learning, food preserving, history of holidays surrounding traditions and food

January/February: Plant/seed discovery, soil exploration/discovery, growing plants

March/April: Caring for plants, discovering insects, preparing raised beds, starting early crops

May/June/July: Planting, cultivating, begin harvesting



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“Trifecta” Partnership

Dunbar is the foundational component of a unique learning community landscape not found anywhere in the entire St. Louis region. Three educational institutions: Dunbar Elementary School, Vashon High School, and the William J. Harrison St. Louis Community College comprise what is known as the “Trifecta”. The institutions are within walking distance.

Pre-K through Associates degree neighborhood feeder school landscape – a rarity in the United States.



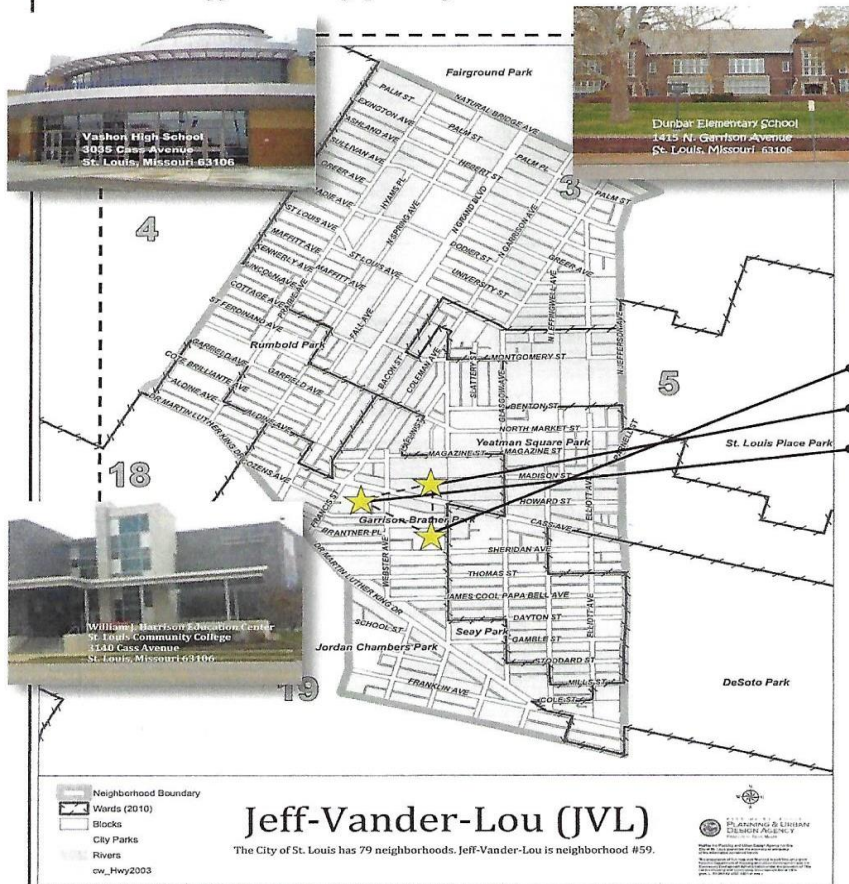
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“The Trifecta” in the JVL

Three different types of educational institutions within walking distance



Vashon High School
3035 Cass Avenue
St. Louis, Missouri 63106



Dunbar Elementary School
1415 N. Garrison Avenue
St. Louis, Missouri 63106



William J. Harrison Education Center
St. Louis Community College
3140 Cass Avenue
St. Louis, Missouri 63106

No other neighborhood in the City of St. Louis has it like we do in the Jeff-Vander-Lou (JVL). It is called “The Trifecta” and it is tight! Primary, Secondary, and Higher education. . . **3** educational institutions within walking distance:

- **Dunbar** Elementary School
- **Vashon** High School, and the
- **William J. Harrison Education Center** St. Louis Community College

Dunbar, Vashon, and the Harrison Education Center are important to the future generations of the JVL community.

This is why we *Love* and support “The Trifecta” educational community campus that is sooo very unique to our neighborhood’s landscape, and we wish to keep it like this to benefit *our children, our community, our history!*

In this case... What is the meaning of trifecta?
Trifecta /trī fek'tə/ (noun) The situation wherein one has attained three achievements, qualities, etc., especially when these are of great importance.
Reference: [Oxford Dictionaries](#) Internet

#lovefordunbarstl
#savedunbarschoolstl

Supported by the Jeff-Vander-Lou Whole New Area II Neighborhood Development Association and Family and Friends of the JVL. December 2019



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Partners and Stakeholders

Jeff VanderLou Neighborhood Plan



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Civic and Political Supporters

Phi Beta Sigma
Urban League
President of the Board of Aldermen
Lewis E. Reed
Alderwoman Pam Boyd
Alderwoman Marlene E. Davis
Alderman Brandon Bosley
Alderwoman Dwindlerlin Evans
Alderman John Collins-Muhammad
Alderwoman Lisa Middlebrook
Alderman Jeffrey L. Boyd
Alderwoman Tammika Hubbard
Alderwoman Shameem Clark-Hubbard
Alderman Jesse Todd
Sylvan Learning
Dunbar Alumni Association
Sumner Alumni Association
Vashon Alumni Association

Partners

- Clayco
- New Dimensions
- NGA-PIE
- Metropolitan Cab
- Affinia Dental
- Assistance League
- Big Brother/Big Sister
- Central Baptist Church
- CHADS
- Greater Paradise MB Church
- JVL Neighborhood “Whole New Area II” Association
- First Baptist Church
- Kids Vision for Life
- NGA Social Studies
- Provident After School
- Phi Global LLC
- Ready Readers
- William J. Harrison Center
- Gamble Community Center

Developers

- Pastor Andre Logan, President
Project 180 STL
- Pastor Andre Alexander, President
Tabernacle Community Development
Corporation
- Bobby Bonner, CEO BM3 Technology LLC
- Jihad Mu’min
- Raymond McKee, Owner
Hudson & McKee Real Estate LLC

Advisory Board

*An advisory board is being formed.

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This section of charts provides an idea/example of the scope of programming that we are providing.

Paul Laurence Dunbar Elementary School Community Partners Support

	WINGS Foundation PRE-K TO 8	Montessori PRE-K TO K	Urban Farm School PRE-K TO 8	Afterschool Labs 4 TO 8	New Dimensions Soccer PRE-K TO 8	Miss Tillie's Corner PRE-K TO 8
Community Partners	Wings Foundation	Montessori Education	Urban Farm Education	Afterschool Labs STL	Cooperative Sports Masters Classes - Sports Career Pathway New Dimensions Soccer (NDS) to launch series 2021/2022	Miss Tillie's Corner
Benefits to Students	PRE-K TO 8 *Stress reduction *Student and Family Group & Individual Support Groups *Provides systemic prevention and intervention services, and advocacy training that empowers students, families and communities. *Support services embedded in schools *Teacher, Counselor & Service	PRE-K TO K *Full Montessori Curriculum *Creates a sustainable learning environment in an urban setting to serve the holistic development of children across the curriculum. *Learning focuses on key development stages *Learning is child centered	PRE-K TO 8 *Creates a sustainable learning farm school in an urban setting to serve the holistic development of children and nourish the community with fresh produce. *Field experience at the Urban Farm School 13-acre farm *Entrepreneurship Farmers' Market *Summer Camp at Kansas State Univ. Nicodemus Agricultural Camp	4 TO 8 *Interactive learning: Geospatial Grades 4-5 <ul style="list-style-type: none"> • GeoPlunge • GIS Mapping • Earth Day Grades 6-8 <ul style="list-style-type: none"> • Coding • Robotics • Machine Learning AR/VR/AI • Gaming • GIS Mapping • Summer Sports Skills Camps *Discovery & Exploration	PRE-K TO 8 *Soccer Starts at Home Program© Harvard and Stanford, Univ. of Houston Research Model Ages 2-8 Grades Pre-K -2 *Afterschool Program Ages 9-12 Grades 3-6 teaching both soccer and life skills *Grades 7-8 Future Urban Soccer Leadership Academy (Aspen Institute) To Be Announced *Combines soccer with research-based brain development for fun and greater	PRE-K TO 8 *Experiential and hands on learning *Support Services for Montessori Urban Farm School <ul style="list-style-type: none"> • Basic Gardening • Agricultural Science • Basic Recycling • Composting • Environmental Science • Dunbar Science Lab • Dunbar/SLPS District Science Fair • MU Extension, FreshStarts Garden, Washington U, etc.

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	WINGS Foundation PRE-K TO 8	Montessori PRE-K TO K	Urban Farm School PRE-K TO 8	Afterschool Labs 4 TO 8	New Dimensions Soccer PRE-K TO 8	Miss Tillie's Corner PRE-K TO 8
Benefits to Students, continued	<p>Coordinator collaboration</p> <p>*Real world experiences</p> <p>*Builds relationships with caring staff and students demonstrating social skills deficits and adverse childhood experiences (ACE) leading to stress and trauma preventing academic achievement, self-esteem, safety strategies, coping skills related to death, violence, loss, depression, and grief.</p> <p>*Bonding with caring adults.</p>	<p>*Children naturally learn self-discipline</p> <p>*Experiential and hands on learning</p> <p>*Hands on authentic and practical application of skills learned</p>	<p>Nicodemus Agricultural Camp</p> <p>*Experiential and hands on learning</p> <p>*Project-based learning (PBL)</p>	<p>*Discovery & Exploration</p>	<p>for fun and greater academic, social, and career success.</p> <p>* Transforms children's lives: Life skills, homework, attitude, handling conflict, responsibility, attitude</p> <p>Data Supported by Washington University and St. Louis University</p> <p>*Experiential and hands on learning</p>	<p>etc.</p> <ul style="list-style-type: none"> • Connect History with Agricultural

Paul Laurence Dunbar Elementary School Community Partners Support

| WINGS Foundation PRE-K TO 8 | Montessori PRE-K TO K | Urban Farm School PRE-K TO 8 | Afterschool Labs 4 TO 8 | New Dimensions Soccer PRE-K TO 8 | Miss Tillie's Corner PRE-K TO 8 |

Description Services	WINGS Foundation PRE-K TO 8	Montessori PRE-K TO K	Urban Farm School PRE-K TO 8	Afterschool Labs 4 TO 8	New Dimensions Soccer PRE-K TO 8	Miss Tillie's Corner PRE-K TO 8
<p>Description Services</p>	<p>*Student support group training, mentoring, family advocacy and support</p> <p>*Teacher, counselor, and administration student wellness collaboration</p> <p>*WINGS ON WHEELS (Wings-owned bus delivering services to families unable to come to school or unable to travel to service agencies)</p> <p>*Both group support & individualized support strategies</p> <p>*Learning critical social & survival skills</p> <p>*Social Justice and Leadership Skills</p>	<p>*Montessori is a method of education that is based on self-directed activity, hands-on learning and collaborative play. In Montessori classrooms, children make creative choices in their learning, while the classroom and the highly trained teacher offer age-appropriate activities to guide the process.</p> <p>Reference: Association Montessori Internationale (montessori-ami.org)</p>	<p>*Sustainable Seed-to-Table Process Project based Learning</p> <p>*Summer Programming</p>	<p>*Technology, Technical Assistance and Technical Skills Development</p> <p>*Summer Sports Skills Camps</p>	<p>*SLPS Physical Education support during school and after school programs</p>	<p>*Urban Farm School Support during school and after school</p>

Paul Laurence Dunbar Elementary School Community Partners Support

	WINGS Foundation PRE-K TO 8	Montessori PRE-K TO K	Urban Farm School PRE-K TO 8	Afterschool Labs 4 TO 8	New Dimensions Soccer PRE-K TO 8	Miss Tillie's Corner PRE-K TO 8
Culminating Events	*Award & Achievement quarterly events allowing for evaluation, progress, etc.	*Graduation Pre-K to K OR K to 1	* Harvest Fest Celebration Garden Meals prepared by chef(s) *Value-added Projects	*Project-based Final Presentation (showcasing event) *Awards Ceremony	*Soccer game *Afterschool Parent Dinner (parents fill out surveys regarding after school parent)	*End of Year Field Trip to the Farm *Science Fair
Time	*During school hours 8am to 3pm and after school 3pm to 8pm (Embedded model)	*8am to 3pm	*8am to 5pm	* M-F 8am-3pm during school hours *M-F 3pm to 8pm Afterschool	*One day a week during school hours 8am to 3pm *Up to two days a week Afterschool hours 3:30pm to 5pm	*During school and after school hours to be determined
Personnel	*Full-time Director *Full-time Administrator assistant *2 Part-time secretaries *4 community advocates *4 small group facilitators *4 teacher assistants *Mentors and Volunteers	*Montessori guide will implement Montessori process. Two classes Pre-K and K will be grouped together Ages 3, 4, and 5	*Itinerant Teacher/Seed-To-Table Coordinator *2 part time assistants *SLPS certificated staff member present	*During school hours 2 Technical support staff and 1 Coordinator on-site *Afterschool 1 Coordinator on-site and 3-5 Teachers *SLPS certificated staff member present	*During school hours 1 NDS staff member or instructor to work with PE teacher assigned *Afterschool Ratio of 1 coach to every 5 students 1:5 *SLPS certificated staff member present	*During school and after school hours instructor(s) and/or intern(s) *SLPS certificated staff member present

2021 AFTERSCHOOL LABS STL

4th - 8TH GRADES CLASS SCHEDULE

Weekly Class Schedule: 3pm to 8pm

Time	Monday	Tuesday	Wednesday	Thursday	Friday
3:00-3:20 pm	Open/Sign-In	Open/Sign-In	Open/Sign-In	Open/Sign-In	Open/Sign-In
3:20-4:20 pm	Tutoring Coding 6-8 Grades	GeoPlunge 4 th Grade Coding 6-8 Grades	4 Grade GIS Mapping Coding 6-8 Grades	4 Grade GIS Mapping Coding 6-8 Grades	Tutoring Open Labs
4:40-6:00 pm	5 th Grade GIS Mapping 6-8 Grades Robotics 4 & 5 Grade Earth Day	5 th Grade GIS Mapping 6-8 Grades Robotics Tutoring & Earth Day	5 th Grade GIS Mapping 6-8 Grades Robotics Tutoring & Earth Day	5 th Grade GIS Mapping 6-8 Grades Robotics 4 & 5 Grade Earth Day	Tutoring Open Labs Open Labs
6:20-7:40 pm	Machine Learning AR/VR/AI Life Skills 7 & 8 Grades 6-8 Grades Gaming	Machine Learning AR/VR/AI Life Skills 7 & 8 Grades 6-8 Grades Gaming	Machine Learning AR/VR/AI Life Skills 7 & 8 Grades 6-8 Grades Gaming	Machine Learning AR/VR/AI Life Skills 7 & 8 Grades 6-8 Grades Gaming	Open Labs Open Labs
8:00 PM	Sign-Out	Sign-Out	Sign-Out	Sign-Out	Sign-Out

The Pre-K/Kindergarten classroom will be replete with scientifically designed Montessori materials to satisfy the developmental needs of children in this age group. Listed below is the daily schedule.

08:00 to 08:30	Welcome, Breakfast, Clean up
08:30 to 11:00	Morning work cycle
11:00 to 11:45	Lunch, Clean up
11:45 to 12:30	Outdoor play
12:30 to 02:30	Afternoon work cycle
02:30 to 03:00	Clean up, Circle time, Dismissal

There will be two adults in a classroom, a teacher and an assistant to help and serve the needs of children.

Contact information:
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Mr. and Mrs. Alexander (314) 398-1489
tilliescorner@gmail.com

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