

Charles Drew Elementary School

1000 NW 31ST AVE, Pompano Beach, FL 33069

[no web address on file]

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 97% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 97% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | D | F* | C | |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Charles Drew Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Charles R. Drew Elementary magnet school is committed to providing an enriching and quality education for all students. Our motto is: High expectations for all in a safe and nurturing environment. We believe in promoting a professional teaching and learning atmosphere where teachers, staff, and administrators can grow. We strive for each child to gain academic excellence. We incorporate the most current teaching strategies, materials, and parent/community involvement. We foster a learning environment that develops pride, self-esteem, self-respect, and success. Ultimately, we believe that the pursuit of excellence never stops.

b. Provide the school's vision statement.

To plan and support a program, incorporating the most current teaching strategies and material, which meets the total development/academic needs of each child, while striving for academic excellence.

To promote professional growth among administrators, teachers and educational support professionals.

To improve and foster communication and relationships within the total school community.

To provide a risk-free, safe environment that develops self-esteem.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Based on the demographics of our student population, our school provides a variety of opportunities for both teachers and students to participate in plethora of school-wide activities which highlights all cultures. These activities include, but are not limited to ESOL parent night, multi-cultural night, and Parent Universities. In addition, teachers are highly encouraged to utilize district resources such as the monthly calendar to expose students to various cultures through highly engaging activities. Lastly, professional development is provided to teachers to assist them in understanding the diverse population in which they serve. The school begins with inviting parents and students to meet and greet before the start of the academic year. This allows teachers, students, and parents to establish positive relationships.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The administrators, teachers and staff diligently supervise students at all times during arrival, school hours, dismissal, as well as after-school activities. Through a common school-wide positive behavior culture reinforced through CHAMPS, students learn to speak to each other with respect, value cultural differences and understand that positive thinking and behavior leads to positive lifelong outcomes. Throughout the year anti-bullying education is taught to all students through our fine arts classes as well as in the regular classroom. The administrators and teachers collaborate to implement rewards and incentives to students caught following the school-wide positive behavior approach, in the form of PAWS, recognition and celebratory functions. Clear expectations are

reinforced in all areas of the school through adult modeling, conflict resolution, restorative justice, peer counseling and formal/informal counseling sessions with our guidance counselor.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We use the CHAMPS classroom behavior management system and School-wide Positive Behavior Interventions in order to optimize learning opportunities for all. Trained professionals such as a school counselor and behavior specialist are readily available to counsel students in crisis, conduct conflict resolution meetings, and assist to identify outside services the student may need in order to modify behavior. Discipline is fairly and consistently followed using the Broward Discipline matrix tiered by level of offense. Incidents are reported with fidelity using SESIR, the School Environmental Safety Incident Reporting system. Parents are notified and involved in developing action plans to reduce behavioral incidents. Students are identified through our Multi--tiered system of support as needed in order to implement behavioral interventions that can lead to positive behavioral outcomes. Teachers have call buttons that they can access from their room for emergency situations. Administrators and leadership team members respond to these calls immediately to ensure safety and uninterrupted learning. Assigned personnel keep logs of these calls for data analysis and further behavioral intervention. In addition, Charles R. Drew holds two school-wide assemblies with students and parents to discuss our behavior expectations and guidelines so that parents can participate in reinforcing school-wide behavior at home. We recognize and value our parents as partners in supporting our behavior expectations.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school is equipped with a full-time school counselor which addresses students' social-emotional needs through classroom guidance lessons, small group sessions, and individual counseling. In addition, our school also has a school social worker who provides outside resources available to both the students and their families. Lastly, outside agencies provide one-on-one intensive; therapeutic counseling to selected students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early warning systems indicators are as follows:

- Retention
- Attendance
- Assessment Data (State, District, & School Based)
- Behavior

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 5 | 46 | 69 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 120 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Intervention for students with attendance below 90% includes participation in an attendance conference by the parents, BTIP coordinator and social worker. An attendance agreement is discussed and signed during the meeting. The student's academic record is reviewed to show the impact of absences on student achievement. For students with suspensions, a corrective action plan is developed between the administrator, the parents, and the student to identify the cause of the misbehavior and prevent it from reoccurring. The student's behavior record is reviewed and parents and students are reminded of the consequences per the Student Conduct of Conduct and discipline matrix. Students who receive behavioral referrals which result in suspension are provided support services through the school's counselor. A reward system is established to recognize students for academic achievement. Students who score at Level 1 on statewide assessments received remediation through small group instruction and tutoring to are offered to target specific areas of deficiency. A Saturday Academy is available for those students who require additional support.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/308191>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Charles R. Drew Elementary works at building and sustaining partnerships with the local community through outreach and communication. The SAC invites /community member/business partner participation in our meetings. Also, leadership team members attend community functions and represent our school with personal invitations to participate as stakeholders at our school. Our business partners are represented on our SAC agendas, and we hold awards ceremonies each school year to honor our community business partners, parents, and volunteers. Outreach and communication with our local community helps secure resources to support the school and student achievement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|-----------------|---------------------|
| Fulton, Keandra | Assistant Principal |
| Fleming, Anitra | Instructional Coach |
| Stramanak, Amy | Instructional Coach |

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal - Angeline Flowers

In addition to managing daily school operations, the principal provides a common vision and mission and relies on data based decision making processes to ensure solid academic instruction is implemented. Furthermore, the principal oversees all assessment data , conducts observations, and provides immediate feedback.

Assistant Principal- Keandra Fulton

Ms. Fulton assists with monitoring the implementation of the school's instructional program. She also monitors student discipline. She utilizes the Discipline Management System on the Virtual Counselor database to monitor student referrals, and assess the need for further review by the Behavior Core Team/Threat Assessment Team.

School Counselor- Abigail Palmer

Ms. Palmer monitors the referral process, assigns case managers, and schedules bi-weekly RTI meetings.

She communicates with parents regarding student progress and invites them to attend meeting. Ms. Palmer

also collaborates with case managers to monitor student process to determine the effectiveness of intervention programs. In addition, Ms. Palmer also services students through her classroom guidance program. She works closely with the faculty, staff, parents, and other stakeholders. She provides the support and services needed to contribute to our students academic, social, emotional development, and stability.

ESE Specialist -Ms. Yang

Ms. Yang monitors the progress and assessment results of our exceptional student population (students with disabilities, gifted students). She ensures that all ESE students receive appropriate

services and accommodations to ensure their academic success.

Literacy Coach - Anitra Fleming

The reading coach works collaboratively with the principal to guide the Literacy Leadership Team. She

also serves as case managers on the RTI team. She monitors the reading assessment results for our students in grades K-5. She provides teachers with instructional support and coaching and conducts small

group remediation for specific students in order to raise achievement levels in reading. The reading coach also attend each SAC meeting and serve as co-chairpersons for the reading committee.

Ms. Fleming also heads the School advisory council. She works collaboratively with parents, and stakeholders to develop the school improvement plan and monitor the school's progress towards their goals. She facilitates monthly SAC meetings and attends area advisory meetings.

ESOL Support Coordinator- Carla Byas

She facilitates the assessment of our English Language Learners (ELL) and provides personalized support as needed to improve their academic performance.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team identifies the problem, analyze the data, designs interventions and evaluates results for development of the School Improvement Plan. The Team utilizes the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focuses attention on deficient. Topics for discussion include, but are not limited to, the following: test scores and the lowest 25%, strengths and weaknesses of intensive programs, mentoring, tutoring, and other services. We develop action plans which ensure all available resources are used. Support services are provided by literacy, science, and math coaches to ensure core curriculum and supplemental materials are used to fidelity. Through the SMART bond the school has purchased technology and equipment to improve basic education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance the literacy and math skills of struggling students. Pre-K is available for early childhood development. Services are provided to improve the education of immigrant and ELL students. District provides Homeless Education Assistance Resource Team (HEART) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education. SAI funds will be used to provide intensive in-school reading remediation to students identified as being below grade level in reading. The program will primarily include third, fourth, and fifth grade students with reading and math deficiencies. The resources used will be the research based programs of LLI and I-Ready curriculum. Title I funds are used to purchase iReady Reading and Math, a technology based program that helps improve reading comprehension and math skills for students in K-5 grades. In addition, funds are used to purchase materials and supplies for collaborative planning, classroom and tutorial programs. Funds are also used to provide materials, including refreshments for parent training's. Funds are also used for a Parent Liaison and professional development opportunities.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|------------------|----------------------------|
| Anitra Fleming | Teacher |
| Sonia Rolon | Education Support Employee |
| Cassandra Canty | Parent |
| Carlos Smith | Parent |
| Angeline Flowers | Principal |
| Lenny Tomson | Business/Community |
| John Knoxx | Business/Community |
| Aquilla McDaniel | Teacher |
| | Student |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Evaluation of last year's school improvement plan was drafted, revised, approved, and reviewed monthly at each SAC meeting. All SAC members were involved in the process. The final draft was utilized by the leadership team after receiving 2015-2016 Florida Standards Assessment data to determine the effectiveness of the current year's SIP.

b. Development of this school improvement plan

At the beginning of the school year, the SAC reviewed the previous year's end of the year FSA summative data in order to develop the present year's SIP. Academic goals and areas of focus were established. Each month the SAC reviews, monitor, and revises the SIP as necessary.

c. Preparation of the school's annual budget and plan

During the initial SAC meeting of the school year, all stakeholders will collaborate to discuss School Improvement Funds. Members will ensure that all funds are utilized to support student learning.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement funds were utilized to promote student learning and achievement. Funds were used to provide students with additional reading materials as well as improvement on student technology.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-----------------|---------------------|
| Stramanak, Amy | Instructional Coach |
| Fleming, Anitra | Instructional Coach |
| Fulton, Keandra | Assistant Principal |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

CDE's number one focus is to promote and develop life-long learners. Instructional coaches collaborate in order to promote a literacy awareness across all content areas. In grades K-2, our goal is to help foster a love for reading while teaching students 'how-to' read. In grades 3-5, the goal is to help students become proficient readers while teaching students how to understand text at complex levels. It is our belief that writing across content is essential. Lastly, our school implements an accelerated reader challenge that encourages students to read texts at their independent reading levels.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

For the past three years, a school-wide theme has been implemented to help inspire and foster a cohesive school culture. Teachers engage in weekly collaborative professional learning communities as well as other PLCs and committees. All learning communities support team building, provides data analysis opportunities, the sharing of best practices, and planning. Lastly, the SUNSHINE club is utilize to build and sustain morale by celebrating success and acknowledging birthdays, accomplishments, births, and other major life events.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

All new-to-Drew instructional employees, including new hires are provided a T.I.E.R. mentor to provide support which will enable teachers to achieve success. Both principal and assistant principal conduct classroom observations and provided immediate feedback to help teachers improve and reflect on instructional practice. Team leaders facilitate weekly team meetings to review daily procedures, share best practices, etc. Instructional coaches support instruction within and outside of the classroom through modeling, co-teaching, and facilitating professional development.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The teacher induction for effectiveness and retention liaison creates a year-long meeting schedule that addresses common topics such: Unwrapping standards, completing interim reports, parent conferences, & report cards, classroom management, BASIS 3.0, Pinnacle, ESOL strategies, etc. In addition, the T.I.E.R. liaison assigns new employees with highly qualified and experienced educators who can provide on-going support throughout the school year. When assigning mentors, consideration of personalities and adult learning styles are considered. Typically mentees are assigned a mentor who can serve as an extra layer of support aside from the team leader and instructional coaches. This affords each mentee the opportunity to seek and receive support from various on-sight colleagues. The ultimate goal is to establish positive and trusting relationships that will help retain and develop effective teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Instructional coaches create year-long instructional focus calendars based on district recommendations and units of study. CDE provides opportunities for teachers to participate in grade level PLCs where they engage in backwards lesson design and planning. Teachers unpack Florida Standards, review assessments, select appropriate instructional materials and resources to align to instruction, and plan lessons. In addition, teachers attend district professional development to deepen knowledge.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The admin team and instructional coaches facilitate monthly data chat meetings with grade level teams as well as individual teachers to review assessment data and determine necessary action steps. Teachers utilize the districts C.A.R.E framework to personalize instruction in order to meet the needs of all students. Small-group instruction and learning stations/centers are instructional methods to ensure students are receiving differentiation. Lastly, monthly Checkpoint assessments targeting oral reading fluency and reading comprehension are tracked.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

During the extended hour, instructional personnel provide intensive reading instruction to all K-5 students. Grades K-2 utilizes the research based program Foundations. Teaching close reading strategies is the main goal in grades 3-5.

Strategy Rationale

After triangulating several data pieces, it was determined that students need additional support targeting phonics, fluency, and comprehension.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fulton, Keandra, keandra.fulton@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

In grades K-2, unit assessment data is collected and reviewed to determine the effectiveness of teaching instruction while using Foundations. Monthly on-going progress monitoring assessments that targets oral reading fluency and comprehension is administered to all students in grades 3-5. School leaders and instructional coaches meet with grade level teams to review and discuss data and action steps.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At CDE, several steps are taken to assist with students transitioning from one grade to the next. As Pre-school students exit, school tours are arranged for parents to analyze the full facility. In addition, local Pre-schools are invited to visit kindergarten classrooms on our campus. At the beginning of the school year, basic reading assessments are administered to all students entering kindergarten. This helps determine their readiness and appropriate placement for guided reading instruction. Furthermore, kindergarten readiness is also determined based on the Florida Kindergarten Readiness Screening (Work Sampling System) FLKRS. During the winter season, our school participates in the district magnet showcase. Throughout the school year the magnet coordinator arranges school visits to showcase the school's magnet program and it's impact.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

After analyzing data, it was determined that our students are readers but lack fluency, stamina, and the ability to comprehend complex texts. As a result, 23% of students were proficient in ELA, 35% were proficient in mathematics, and 24% were proficient in Science as determined by the FSA and Florida FCAT.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Teachers need further professional development in the areas of cognitive rigor and quality assessments in order to provide appropriate rigor to teach students how to analyze and comprehend complex texts.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student reading proficiency to 50% in grades 3-5 as determined by the Florida Standards Assessment by June 2017. Formative and interim assessment data will be closely monitored to ensure student progression towards proficiency.

- G2.** 50% of parents will participate in school-wide activities and parent trainings by June 2017 as measured by the District Parent survey.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase student reading proficiency to 50% in grades 3-5 as determined by the Florida Standards Assessment by June 2017. Formative and interim assessment data will be closely monitored to ensure student progression towards proficiency. 1a

G084852

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 27.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of content rigor and quality assessments
- Selecting appropriate interventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Children Literacy Initiative support
- District professional development
- Hosting Parent Universities
- Coaching

Plan to Monitor Progress Toward G1. 8

Monthly checkpoint assessments, OPM, interim reports, report cards, etc.

Person Responsible

Keandra Fulton

Schedule

Monthly, from 8/30/2016 to 6/8/2017

Evidence of Completion

Monthly checkpoint assessments, OPM, interim reports, report cards, etc.

G2. 50% of parents will participate in school-wide activities and parent trainings by June 2017 as measured by the District Parent survey. 1a

G084853

Targets Supported 1b

| Indicator | Annual Target |
|------------------------|---------------|
| District Parent Survey | 300.0 |

Targeted Barriers to Achieving the Goal 3

- Time of events

Resources Available to Help Reduce or Eliminate the Barriers 2

- District surveys
- sign-in sheets
- Pre/post event surveys

Plan to Monitor Progress Toward G2. 8

Sign In sheets

Person Responsible

Keandra Fulton

Schedule

On 6/2/2017

Evidence of Completion

Sign-in sheets and agendas

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student reading proficiency to 50% in grades 3-5 as determined by the Florida Standards Assessment by June 2017. Formative and interim assessment data will be closely monitored to ensure student progression towards proficiency. 1

G084852

G1.B1 Lack of content rigor and quality assessments 2

B225626

G1.B1.S1 Provide on-going support to teachers by providing professional development and coaching. In addition, teachers will be provided with quality assessments through the usage of SchoolCity. 4

S238013

Strategy Rationale

Helping teachers to increase instructional rigor and provide quality assessments will help increase student achievement.

Action Step 1 5

Frequent monitoring and coaching to develop rigorous content and quality assessments.

Person Responsible

Keandra Fulton

Schedule

Weekly, from 8/29/2016 to 6/7/2017

Evidence of Completion

Data marks through iObservation

Action Step 2 5

Use of School City to monitor student progression towards proficiency in reading and math

Person Responsible

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom walkthroughs and analysis of student work samples and data

Person Responsible

Keandra Fulton

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Classroom walkthroughs and analysis of student work samples and data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom observation

Person Responsible

Keandra Fulton

Schedule

Daily, from 9/6/2016 to 6/8/2017

Evidence of Completion

Data marks in iObservation

G1.B2 Selecting appropriate interventions **2**

 B225627

G1.B2.S1 RTI committee will model and provide support **4**

 S238014

Strategy Rationale

The response to intervention team will provide on-going support to assist with the selection process of appropriate interventions

Action Step 1 **5**

Facilitate bi-weekly CPS meetings

Person Responsible

Anitra Fleming

Schedule

On 5/31/2017

Evidence of Completion

Meeting notes, classroom observations, etc.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

BASIS 3.0, meeting minute, data marks in iObservation

Person Responsible

Schedule

Biweekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

BASIS 3.0, meeting minute, data marks in iObservation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Provide intensive support for teachers on an as need basis

Person Responsible

Anitra Fleming

Schedule

Daily, from 8/31/2016 to 5/31/2017

Evidence of Completion

iObservations data marks, etc.

G2. 50% of parents will participate in school-wide activities and parent trainings by June 2017 as measured by the District Parent survey. 1

G084853

G2.B1 Time of events 2

B225628

G2.B1.S1 Offer events on various days and times including mornings, evenings and weekends 4

S238015

Strategy Rationale

flexible scheduling of events will allow parents with non-traditional schedules to participate in school events

Action Step 1 5

Schedule events on different dates and times

Person Responsible

Keandra Fulton

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Calendar and sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor calendar of events and sign-in sheets

Person Responsible

Keandra Fulton

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, school calendar

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor sign-in sheet to determine which days and times have the greatest turnout

Person Responsible

Keandra Fulton

Schedule

On 6/2/2017

Evidence of Completion

sign-in sheets

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|-----------------|-------------------------------|--|--------------------|
| 2017 | | | | | |
| G1.B2.S1.MA1 M314365 | Provide intensive support for teachers on an as need basis | Fleming, Anitra | 8/31/2016 | iObservations data marks, etc. | 5/31/2017 daily |
| G1.B2.S1.MA1 M314366 | BASIS 3.0, meeting minute, data marks in iObservation | | 8/31/2016 | BASIS 3.0, meeting minute, data marks in iObservation | 5/31/2017 biweekly |
| G1.B2.S1.A1 A307975 | Facilitate bi-weekly CPS meetings | Fleming, Anitra | 8/31/2016 | Meeting notes, classroom observations, etc. | 5/31/2017 one-time |
| G2.MA1 M314370 | Sign In sheets | Fulton, Keandra | 8/22/2016 | Sign-in sheets and agendas | 6/2/2017 one-time |
| G1.B1.S1.A2 A307974 | Use of School City to monitor student progression towards proficiency in reading and math | | 10/3/2016 | | 6/2/2017 monthly |
| G2.B1.S1.MA1 M314368 | Monitor sign-in sheet to determine which days and times have the greatest turnout | Fulton, Keandra | 8/22/2016 | sign-in sheets | 6/2/2017 one-time |
| G2.B1.S1.MA1 M314369 | Monitor calendar of events and sign-in sheets | Fulton, Keandra | 8/22/2016 | Sign-in sheets, school calendar | 6/2/2017 monthly |
| G2.B1.S1.A1 A307976 | Schedule events on different dates and times | Fulton, Keandra | 8/22/2016 | Calendar and sign-in sheets | 6/2/2017 monthly |
| G1.B1.S1.A1 A307973 | Frequent monitoring and coaching to develop rigorous content and quality assessments. | Fulton, Keandra | 8/29/2016 | Data marks through iObservation | 6/7/2017 weekly |
| G1.MA1 M314367 | Monthly checkpoint assessments, OPM, interim reports, report cards, etc. | Fulton, Keandra | 8/30/2016 | Monthly checkpoint assessments, OPM, interim reports, report cards, etc. | 6/8/2017 monthly |
| G1.B1.S1.MA1 M314363 | Classroom observation | Fulton, Keandra | 9/6/2016 | Data marks in iObservation | 6/8/2017 daily |
| G1.B1.S1.MA1 M314364 | Classroom walkthroughs and analysis of student work samples and data | Fulton, Keandra | 8/29/2016 | Classroom walkthroughs and analysis of student work samples and data | 6/8/2017 monthly |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student reading proficiency to 50% in grades 3-5 as determined by the Florida Standards Assessment by June 2017. Formative and interim assessment data will be closely monitored to ensure student progression towards proficiency.

G1.B1 Lack of content rigor and quality assessments

G1.B1.S1 Provide on-going support to teachers by providing professional development and coaching. In addition, teachers will be provided with quality assessments through the usage of SchoolCity.

PD Opportunity 1

Frequent monitoring and coaching to develop rigorous content and quality assessments.

Facilitator

Angeline Flowers, Keandra Fulton, and all instructional coaches

Participants

All K-5 teachers and support staff

Schedule

Weekly, from 8/29/2016 to 6/7/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student reading proficiency to 50% in grades 3-5 as determined by the Florida Standards Assessment by June 2017. Formative and interim assessment data will be closely monitored to ensure student progression towards proficiency.

G1.B1 Lack of content rigor and quality assessments

G1.B1.S1 Provide on-going support to teachers by providing professional development and coaching. In addition, teachers will be provided with quality assessments through the usage of SchoolCity.

TA Opportunity 1

Use of School City to monitor student progression towards proficiency in reading and math

Facilitator

Asst. Principal and Coaches

Participants

Teachers

Schedule

Monthly, from 10/3/2016 to 6/2/2017

VII. Budget

| | | | | | | |
|---|-------------|---|---------------------------------------|----------------|-----|------------|
| 1 | G1.B1.S1.A1 | Frequent monitoring and coaching to develop rigorous content and quality assessments. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Use of School City to monitor student progression towards proficiency in reading and math | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5100 | 311-Subagreements up to \$25,000 | 3221 - Charles Drew Elementary School | General Fund | | \$5,000.00 |
| 3 | G1.B2.S1.A1 | Facilitate bi-weekly CPS meetings | | | | \$3,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5100 | 140-Substitute Teachers | 3221 - Charles Drew Elementary School | General Fund | | \$3,000.00 |
| 4 | G2.B1.S1.A1 | Schedule events on different dates and times | | | | \$500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |

Broward - 3221 - Charles Drew Elementary School - 2016-17 SIP
Charles Drew Elementary School

| | | | | | | |
|---------------|------|----------------------------------|---------------------------------------|--------------------------|--|-------------------|
| | 5100 | 590-Other Materials and Supplies | 3221 - Charles Drew Elementary School | School Improvement Funds | | \$500.00 |
| Total: | | | | | | \$8,500.00 |