Miami-Dade County Public Schools

Charles R Drew K 8 Center

2016-17 Schoolwide Improvement Plan

Charles R Drew K 8 Center

1775 NW 60TH ST, Miami, FL 33142

http://drew.dadeschools.net/

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-6	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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 Dade 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.

Table of Contents

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 R Drew K 8 Center

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.

The mission of Charles R. Drew K-8 Center is to recognize that each child is an individual, that all children are creative, and that all children strive to succeed. Our focus is to nurture growth, responsibility, and productivity; to embrace our diverse, multicultural population within a positive school-wide atmosphere. In doing so, we work toward an integrated curriculum that incorporates the Art, forms of music, dance, drama and visual arts through hands-on experience and technology. Our students will be challenged to develop and achieve academics,
school spirit, self-pride and community values through their talents, daily studies and educational accomplishments.

b. Provide the school's vision statement.

The vision of Charles R. Drew K-8 Center is to create an oasis for learning and a place where everyone is an awesome achiever.

2. School Environment

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

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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

Parent compacts and solicitation of feedback at faculty meetings, occur monthly to assess stakeholders' needs and concerns. Also data from assessments are analyzed by administration and staff to determine areas of need and growth. The results from data then drives various operations throughout the school. The school also a Values Matter Miami initiative in place which provides a monthly school-wide theme that fosters respect among all stakeholders.

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.

Much work is still needed to improve resources and support systems within the school. This can be accomplished through the consistent utilization of the School-wide Progress Discipline Plan that is currently set up in our school. Students have various opportunities to earn RAM bucks. A store has been set up to reward students who earn RAM bucks. Students must display quality character throughout the week and may cash in their RAM bucks at the RAM store. Also, through our counselor

and the use of character education, students are constantly reminded to possess traits of a good citizen.

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.

The school-wide corrective action plan to reduce disruptive behavior and eliminate suspensions is based on the Progressive School Wide Plan. The Progressive School Wide Plan is a program comprised of strategies and systems to increase academic performance, increase safety, decrease problem behavior and establish a positive school culture. By analyzing school data and identifying problem areas, our Progressive School Wide Plan team formulated interventions to promote school pride, reward the students exhibiting the expected behavior and communicate findings to staff, students, and families. The following school interventions will be implemented this school year:
· Re-teach expectations
· Consistent rewards and consequences
· Conferences with students
· Referrals to school counselor and outside counseling agencies
· Parent contact
· Lunch detention
· Loss of privilege
An in-school counseling program for students is the Bullying and Violence Prevention Plan. This includes a curriculum to teach social skills, problem solving and awareness of individual differences. Counseling services include individual and small group counseling, e.g. crisis intervention, transitional issues, personal, social, and academic advisement.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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.

All Students
Attendance Students who miss more than 10% of instructional time
Behavior Students who have referrals that lead to suspension
Performance Students score at (FSA) Level 1 in either ELA or Math

Elementary
Performance Students who are not proficient in reading by Grade 3
Performance Students who are retained

Middle School
Performance Students who fail either ELA or Math
Performance Students who fail 2 or more of any course

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	5	2	1	1	3	2	5	3	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	6	3	2	2	3	2	1	1	0	0	0	0	22
Level 1 on statewide assessment	2	8	13	7	20	35	32	31	36	0	0	0	0	184

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	2	6	8	7	13	22	19	23	19	0	0	0	0	119

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

Our goal is to maintain discipline and a positive learning environment without suspending students. In an effort to eliminate increase academic success and decrease behavior issues. The following strategies / activities will be implemented this school year.
· Parent conferences
· Detention
· Loss of privileges
Referral to Social Agency
· Restitution
· Alternative class assignment
· Progress report / behavior contract
· Provide Parent Portal training so parents can monitor their child's grades (academic and conduct)
· Develop a contract for parents to volunteer at the school or attend a parent workshop in lieu of outdoor suspension
Referral to student services (FAB/BIP/RtI)

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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. § 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/315536.

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.

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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
Volcy, Selena	Principal
Johnson, Cliffina	Instructional Coach
Vasquez, Frances	School Counselor
Wilson, Kerian	Instructional Coach
Fuller, Launa	Assistant Principal
Chery, Constantin	Assistant Principal
Goss, Javaria	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.

The Leadership Team consists of the following: Principal, Assistant Principals, School Psychologist, School Counselor, and all Curriculum Coach.

Tier 1(Leadership Team)

• Tracie Abner(Principal), Constantin Chery (Community School Assistant Principal) and Launa Fuller (Assistant Principal) will ensure commitment and allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following

members who will carry out SIP planning and problem solving:

• Teachers; share the common goal of improving instruction for all students
• Special education personnel (Matthew Dawkins)
• School guidance counselor (Frances Vasquez)
• School psychologist (Yolanda Lockhart-smith)
• School social worker (Sandra Zamor)
• Member of advisory group, community stakeholders (Darryl Holsendolph, Thema Campbell, Cedric McMinn) , parents (Nakita Young, Carl Ballard, Alicia Wilson, Alicia Levy, Kimberly Johnson and Roslyn Nelson)

• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (Monthly) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2
The school psychologist (Yolanda Lockhart-smith), social worker (Sandra Zamor), assistant principal (Launa Fuller) School guidance counselor (Frances Vasquez) and Reading Coaches (Kerian Wilson & Javaria Goss) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST
The principal (Tracie Abner), Special education personnel (Matthew Dawkins), Math Coach (Cliffina Johnson), Science Coach (Barbara Taveras), Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A
Services are provided to ensure that Charles R. Drew K-8 Center students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and underprivileged students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

Charles R. Drew K-8 Center receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

Charles R. Drew K-8 Center uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:
• Parent Outreach activities (K-12)
• Professional development of best practices for ESOL and content area teachers
• Reading and supplementary instructional materials (K-12)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

Title VI, Part B – N/A

Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors of the McKinney Vento Homeless Assistance Act, ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless, and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity and awareness campaign to all the schools, each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a-community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be implementing a summer academic enrichment camp for students in four homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

Charles R. Drew K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Violence Prevention Program consists of:
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program.

Nutrition Programs

1. Charles R. Drew K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

The Head Start Program is located at Charles R. Drew K-8 Center. Charles R. Drew K-8 Center and the Head Start staff participate in joint activities, such as professional development and transition procedures. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education
N/A

Career and Technical Education

Charles R. Drew K-8 Center holds an Annual Career Day. The primary objective of Career Day is to acquaint students with the various opportunities available for future employment. Presenters are encouraged to discuss the types of careers available within their organization and the qualifications for those positions. These opportunities allow students to hear about the array of career opportunities open to them and provide them with a better understanding about the process of considering prospective career choices.

Job Training
N/A

Other

Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Nakita Young	Parent
Cedric McMinn	Business/Community
Thelma Campbell	Business/Community
Shownda Pagan	Business/Community
Tracie Abner	Principal
Dorene Walters	Education Support Employee
Kimberly Johnson	Parent
Alicia Levy	Parent
Alicia Wilson	Parent
Thelma Sanders	Education Support Employee
Samentha Joseph	Teacher
Constantin Chery	Education Support Employee
Kerian Wilson	Education Support Employee
Carole Bonami	Teacher
Myeshia Bryant	Teacher
Alison Sanchez	Teacher
Bienicka Jean-Mary	Teacher
Janyre Parker	Teacher
Suneliz Scott	Parent
Tunisesia Jones	Parent
Carl Ballard	Parent
Twonzia McGregory	Student
Delvon Taylor	Student
Kotkenya Cullins	Business/Community
	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

The SAC committee met on the second Wednesday of each month to review and discuss revisions of last year's School Improvement Plan.

b. Development of this school improvement plan

The SAC will review and vote on the School Improvement Plan.

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

The committee will discuss available funds. Proposals will be made during the following meeting, allowing all members the opportunity to vote.

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

Student Incentives for academic achievement and positive behavior.

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
Volcy, Selena	Principal
Johnson, Cliffina	Instructional Coach
Wilson, Kerian	Instructional Coach
Vasquez, Frances	School Counselor
Fuller, Launa	Assistant Principal
Chery, Constantin	Assistant Principal
Goss, Javaria	Instructional Coach

b. Duties

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

The Literacy Leadership Team (LLT) will focus on Differentiated Instruction. All teachers will receive professional development in scientifically based literacy instruction, including strategies to teach English Language Arts Standards (ELA) as well as Differentiated Instruction. All teachers will use data to develop plans that are clear, logical, and aligned to standard-based learning which provides a range of Differentiated activities. In addition, the LLT promotes literacy through reading and writing achievement. Teachers will receive a job-embedded Professional Development in the areas of the writing process and reading components.

All teachers will use data to build skills and accelerate academic growth in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary and comprehension. In addition, the LLT will implement a school-wide writing program that focuses on vocabulary development and process writing skills.

D. Public and Collaborative Teaching

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

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

Charles R. Drew K-8 Center will implement a school-wide initiative which includes all grade-level and special area teachers. All instructional staff will be required to integrate research based strategies within their respective areas to support and improve academic achievement.

Curriculum coaches will provide ongoing professional development to all instructional staff. In addition, instructional staff attending District professional development sessions will be required to share the information from workshops with their grade-level and/or subject area teachers. Administration will facilitate and actively participate in common planning to assist in promoting professional collaboration. Evidence of implementation will be monitored during classroom walkthroughs, review of lesson plans, and informal & formal assessment data.

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

Principal holds regular meetings with new teachers.
New teachers are paired with veteran staff.

Solicit referrals from current employees, Region Centers, and district.

Principal provides meaningful professional development opportunities for new teachers.

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

N/A

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.

Administration will meet with curriculum coaches either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to special needs populations, such as at-risk, SWD, and ELL students.

The curriculum coaches will assist teachers with providing instruction on the focus lessons either by facilitating common planning and modeling various portions of instruction.

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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors
academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency?
(What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising
goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by
group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using
the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to
and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year
and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry
out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting

proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the

next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends

the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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: After School Program
Minutes added to school year: 21,600

Students will receive instruction and intervention in core academic subjects.

Strategy Rationale

The All Stars program will assist in the improvement of academic achievement of the middle school students.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Volcy, Selena , pr1401@dadeschools.net

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

Review Progress Monitoring data to ensure progress is being made and adjust intervention as needed.

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. § 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.

Charles R. Drew K-8 Center works closely with the neighboring preschools. At our school-site, we have the Head Start Program for three and four year olds. In May of each school year, our Kindergarten teachers invite the incoming kindergarten students and teachers from this program, along with their parents, to a Transition Meeting. At our Transition to Kindergarten Parent Meeting, we will provide information about the Kindergarten Curriculum, Childhood Development Stages, Skills that Ease the Transition to Kindergarten, & Registration Procedures for the 2016-2017 school year.

At Charles R. Drew K-8 Center, all incoming Kindergarten students are assessed for school readiness by using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS is made up of the Early Childhood Observation System (ECHOS),. The ECHOS measures benchmarks in five

domains. It provides a simple, uniform method for observing and measuring the progress of young readers.

Data from the FLKRS will be used to plan instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. The FLKRS will be re-administered at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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. § 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.

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"Â? 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.

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.   Knowledge of Learners: Identifying targeted students to provide additional intervention to ensure each students is performing at their maximum potential.

G2.   Instructional Planning: Developing instructional plans that are clear, logical, sequential and aligned to standard-based learning in all content areas

G3.   Instructional Delivery and Engagement: To increase student achievement by improving core instruction in all content areas through the use of Differentiated Instruction.

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. Knowledge of Learners: Identifying targeted students to provide additional intervention to ensure each students is performing at their maximum potential. 1a

🔍 G088182

Targets Supported 1b

Indicator	Annual Target
Math Gains	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	
Math Lowest 25% Gains	
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal 3

- Limited knowledge for teachers when using proper data to identify targeted students

- Teachers new to the grade level, content and/or profession

- Limited knowledge of routines and structures during the intervention timeframe

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilizing instructional coaches to provide ongoing training and coaching cycles for struggling teachers

- Providing ongoing professional development for teachers new to the grade level, content and/or profession

- Providing coaching cycles on the proper framework for teachers based on tiered and identification of needs.

Plan to Monitor Progress Toward G1. 8

Data gathered from iREADy, Topic Assessments and teacher reflective feedback will be used to monitor overall student performance.

Person Responsible
Selena Volcy

Schedule
On 6/1/2017

Evidence of Completion
iREADY, G2D, Power Bi

G2. Instructional Planning: Developing instructional plans that are clear, logical, sequential and aligned to standard-based learning in all content areas `1a`

🔍 G088183

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	
FSA Mathematics Achievement	
Writing Achievement District Assessment	
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal `3`

- Limited instructional plans that are aligned to the strengths and weaknesses of students based on history of data

- Lack of instructional flow due to timeliness through framework

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Utilizing instructional coaches to offer and facilitate various opportunities for our teachers to participate in professional development opportunities geared toward their immediate professional needs and growth areas.

- Incorporating the use of our counselor and providing school-wide attendance incentives to increase overall student attendance percentages.

- Aligning outside resources to provide ongoing assistance with students displaying off task student behavior

Plan to Monitor Progress Toward G2. `8`

Data gathered from iREADy, Topic Assessments and teacher reflective feedback will be used to monitor overall student performance.

Person Responsible
Cliffina Johnson

Schedule
Monthly, from 9/1/2016 to 1/7/2017

Evidence of Completion
IReady reports. G2D, Power Bi

Plan to Monitor Progress Toward G2. 8

Data gathered from iREADy, Topic Assessments and teacher reflective feedback will be used to monitor overall student performance.

Person Responsible
Kerian Wilson

Schedule
Monthly, from 9/1/2016 to 1/7/2017

Evidence of Completion
IReady reports. G2D, Power Bi

G3. Instructional Delivery and Engagement: To increase student achievement by improving core instruction in all content areas through the use of Differentiated Instruction. 1a

🔍 G088184

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	77.0
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal 3

- Planning is not focused with the end in mind. Limited evidence of explicit palnning that includes the use of the gradual release model.

- Limited evidence of explicit planning that includes the use of (backwards planning)

- Differentiated Instruction with routines and systems in place and general resources being utilized.

- Limited evidence of reading strategies to build content literacy.

- Increase the rigor and high order thinking skills in Social Science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum coaches, ATO personnel, Interventionist, common planning schedule, collaboration during faculty meetings, leadership team meetings, technology, pacing guides, data chats, LAFS, MAFS, community partners

Plan to Monitor Progress Toward G3. 8

The Leadership Team will meet with teachers regularly to discuss assessment results and student progress.

Person Responsible
Selena Volcy

Schedule
Biweekly, from 9/1/2016 to 1/6/2017

Evidence of Completion
Classroom Walk-through logs, Monthly Assessments, Interim Assessments, Student Work Folders, State adopted assessments

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. Knowledge of Learners: Identifying targeted students to provide additional intervention to ensure each students is performing at their maximum potential. [1]

🔑 G088182

G1.B1 Limited knowledge for teachers when using proper data to identify targeted students [2]

🔑 B234481

G1.B1.S1 Utilizing Instructional transformation coaches to facilitate and build teacher capacity in teachers new to the building, content or grade level. [4]

🔑 S247226

Strategy Rationale

With the proper training and instructional coaching and modeling, teachers should be able to increase their knowledge on ways to target, address and progress monitor students.

> Action Step(s) Missing for Goal #1, Barrier #1, Strategy #1
> Complete one or more action steps for this Strategy or de-select it

G1.B2 Teachers new to the grade level, content and/or profession 2

🔑 B234482

G1.B2.S1 Providing ongoing professional development for teachers new to the grade level, content area and/or career. 4

🔑 S247227

Strategy Rationale

Teachers new to the grade level and/or content level can benefit from the strategies provided during in-house professional development

Action Step 1 5

Providing professional development for teachers new to the grade level, content and/or career.

Person Responsible

Kerian Wilson

Schedule

Monthly, from 9/2/2016 to 12/30/2016

Evidence of Completion

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

Monitoring of the fidelity of strategies utilized following offered professional development will be done through observations of Class walkthroughs, common planning and data chats.

Person Responsible

Launa Fuller

Schedule

Triannually, from 9/2/2016 to 1/30/2017

Evidence of Completion

Class walkthrough, common planning, data chats

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

To monitor and support the effective, ongoing leadership team meeting will be conducted to continue the flow of support and follow up from administrators to coaches and then teachers.

Person Responsible

Selena Volcy

Schedule

Weekly, from 9/2/2016 to 6/1/2017

Evidence of Completion

Class walkthrough, common planning, data chats

G2. Instructional Planning: Developing instructional plans that are clear, logical, sequential and aligned to standard-based learning in all content areas `1`

🔑 G088183

G2.B1 Limited instructional plans that are aligned to the strengths and weaknesses of students based on history of data `2`

🔑 B234484

G2.B1.S1 Provide Professional Development focusing on how to plan with the end of mind `4`

🔑 S247228

Strategy Rationale

When planning with the end in mind teacher are able to streamline their focus ultimately perfecting delivery of instruction

Action Step 1 `5`

Meeting with teachers during common planning to help develop distinct lesson plans that are clear and logical and also includes plans for differentiated instructional blocks in all content areas.

Person Responsible

Cliffina Johnson

Schedule

Weekly, from 9/2/2016 to 6/1/2017

Evidence of Completion

As evidenced by teacher lesson plans and common planning meetings and outcomes.

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

In order to monitor and support the implementation of the developed plans, the leadership team will conduct weekly walkthroughs as well as sitting in on some of the weekly common planning sessions.

Person Responsible

Selena Volcy

Schedule

Biweekly, from 9/2/2016 to 6/1/2017

Evidence of Completion

As evidenced by teacher lesson plans and common planning agendas

G3. Instructional Delivery and Engagement: To increase student achievement by improving core instruction in all content areas through the use of Differentiated Instruction. `1`

🔍 G088184

G3.B12 Limited evidence of reading strategies to build content literacy. `2`

🔍 B234499

G3.B12.S1 Incorporate reading strategies to target vocabulary, text decoding, and comprehension to build content literacy. `4`

🔍 S247232

Strategy Rationale

Action Step 1 `5`

Provide a professional development to targeted teachers on use of reading strategies used during reading intervention and ongoing progress monitoring.

Person Responsible

Selena Volcy

Schedule

On 9/30/2016

Evidence of Completion

Targeted teachers are incorporating readings strategies in lesson planning and delivery.

Plan to Monitor Fidelity of Implementation of G3.B12.S1 `6`

Model for targeted teachers the use of reading strategies during explicit instruction to build content knowledge through literacy as well as differentiated instruction and intervention blocks.

Person Responsible

Selena Volcy

Schedule

Weekly, from 9/1/2016 to 11/1/2016

Evidence of Completion

Targeted teachers are consistently utilizing reading strategies when utilizing scientific text in order to build content knowledge through literacy.

Plan to Monitor Effectiveness of Implementation of G3.B12.S1 `7`

Administration will conduct walkthroughs following resource PD to ensure that collaborative planning is taking place.

Person Responsible

Selena Volcy

Schedule

Weekly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Administrative Notes focusing on collaborative planning across grade levels.

G3.B13 Increase the rigor and high order thinking skills in Social Science. [2]

🔑 B234500

G3.B13.S1 Increase the rigor and high order thinking skills in Social Science. [4]

🔑 S247233

Strategy Rationale

Action Step 1 [5]

Principal and Assistant Principals will ensure that all instructional coaches provide instructional resource materials that can be utilized during intervention with students on all levels and in all content areas (ongoing).

Person Responsible

Selena Volcy

Schedule

Monthly, from 9/2/2016 to 6/1/2017

Evidence of Completion

As evidenced by teachers observed using aligned resources during designated intervention blocks.

Action Step 2 [5]

Plan for common planning with Literacy Coach to generate an itemized agenda that includes definitive outcomes and next steps. Materials used will be the Social Studies Instructional Framework and suggested lesson plan template with Gradual Release of Responsibility Model (GRRM).

Person Responsible

Selena Volcy

Schedule

Monthly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Itemized agenda for common planning.

Action Step 3 5

Conduct common planning that follows the created agenda that will align the previously provided instructional resources in the creation of lesson plans aligned to standards and driven by student centered activities. Both the NGSSS and the LAFS-SS will be incorporated.

Person Responsible

Dawnedra Caldwell-Jackson

Schedule

On 6/1/2016

Evidence of Completion

Completed lesson plans aligned with the NGSSS and LAFS-SS and student centered.

Plan to Monitor Fidelity of Implementation of G3.B13.S1 6

Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.

Person Responsible

Selena Volcy

Schedule

Weekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Administrative walk-through notes.

Plan to Monitor Effectiveness of Implementation of G3.B13.S1 7

Debrief with teachers, Literacy Coach, ETO CSS and ETO IS to determine next steps

Person Responsible

Selena Volcy

Schedule

Weekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Debriefing session

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					
G3.B13.S1.MA1 M334933	Debrief with teachers, Literacy Coach, ETO CSS and ETO IS to determine next steps	Volcy, Selena	9/2/2015	Debriefing session	6/1/2016 weekly
G3.B13.S1.MA1 M334934	Administrative walk-through to observe for implementation of lessons and if needed, identification...	Volcy, Selena	9/2/2015	Administrative walk-through notes.	6/1/2016 weekly
G3.B13.S1.A2 A321805	Plan for common planning with Literacy Coach to generate an itemized agenda that includes...	Volcy, Selena	9/2/2015	Itemized agenda for common planning.	6/1/2016 monthly
G3.B13.S1.A3 A321806	Conduct common planning that follows the created agenda that will align the previously provided...	Caldwell-Jackson, Dawnedra	9/2/2015	Completed lesson plans aligned with the NGSSS and LAFS-SS and student centered.	6/1/2016 one-time
G3.B12.S1.A1 A321803	Provide a professional development to targeted teachers on use of reading strategies used during...	Volcy, Selena	9/2/2016	Targeted teachers are incorporating readings strategies in lesson planning and delivery.	9/30/2016 one-time
G3.B12.S1.MA1 M334932	Model for targeted teachers the use of reading strategies during explicit instruction to build...	Volcy, Selena	9/1/2016	Targeted teachers are consistently utilizing reading strategies when utilizing scientific text in order to build content knowledge through literacy.	11/1/2016 weekly
G1.B2.S1.A1 A321795	Providing professional development for teachers new to the grade level, content and/or career.	Wilson, Kerian	9/2/2016		12/30/2016 monthly
G3.MA1 M334935	The Leadership Team will meet with teachers regularly to discuss assessment results and student...	Volcy, Selena	9/1/2016	Classroom Walk-through logs, Monthly Assessments, Interim Assessments, Student Work Folders, State adopted assessments	1/6/2017 biweekly
G2.MA1 M334923	Data gathered from iREADy, Topic Assessments and teacher reflective feedback will be used to...	Johnson, Cliffina	9/1/2016	IReady reports. G2D, Power Bi	1/7/2017 monthly
G2.MA2 M334924	Data gathered from iREADy, Topic Assessments and teacher reflective feedback will be used to...	Wilson, Kerian	9/1/2016	IReady reports. G2D, Power Bi	1/7/2017 monthly
G1.B2.S1.MA1 M334920	Monitoring of the fidelity of strategies utilized following offered professional development will...	Fuller, Launa	9/2/2016	Class walkthrough, common planning, data chats	1/30/2017 triannually
G1.MA1 M334921	Data gathered from iREADy, Topic Assessments and teacher reflective feedback will be used to...	Volcy, Selena	9/1/2016	iREADY, G2D, Power Bi	6/1/2017 one-time
G1.B2.S1.MA1 M334919	To monitor and support the effective, ongoing leadership team meeting will be conducted to continue...	Volcy, Selena	9/2/2016	Class walkthrough, common planning, data chats	6/1/2017 weekly
G2.B1.S1.MA1 M334922	In order to monitor and support the implementation of the developed plans, the leadership team will...	Volcy, Selena	9/2/2016	As evidenced by teacher lesson plans and common planning agendas	6/1/2017 biweekly
G2.B1.S1.A1 A321796	Meeting with teachers during common planning to help develop distinct lesson plans that are clear...	Johnson, Cliffina	9/2/2016	As evidenced by teacher lesson plans and common planning meetings and outcomes.	6/1/2017 weekly
G3.B12.S1.MA1 M334931	Administration will conduct walkthroughs following resource PD to ensure that collaborative...	Volcy, Selena	9/1/2016	Administrative Notes focusing on collaborative planning across grade levels.	6/1/2017 weekly
G3.B13.S1.A1 A321804	Principal and Assistant Principals will ensure that all instructional coaches provide instructional...	Volcy, Selena	9/2/2016	As evidenced by teachers observed using aligned resources during designated intervention blocks.	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. Knowledge of Learners: Identifying targeted students to provide additional intervention to ensure each students is performing at their maximum potential.

G1.B2 Teachers new to the grade level, content and/or profession

G1.B2.S1 Providing ongoing professional development for teachers new to the grade level, content area and/or career.

PD Opportunity 1

Providing professional development for teachers new to the grade level, content and/or career.

Facilitator

Kerian WIlson, PD Liasion

Participants

Instructional Staff new to the grade level, content and/or career as well as all other in-house instructional staff members in need of professional development opportunity.

Schedule

Monthly, from 9/2/2016 to 12/30/2016

G3. Instructional Delivery and Engagement: To increase student achievement by improving core instruction in all content areas through the use of Differentiated Instruction.

G3.B12 Limited evidence of reading strategies to build content literacy.

G3.B12.S1 Incorporate reading strategies to target vocabulary, text decoding, and comprehension to build content literacy.

PD Opportunity 1

Provide a professional development to targeted teachers on use of reading strategies used during reading intervention and ongoing progress monitoring.

Facilitator

Instructional coaches

Participants

Reading teachers

Schedule

On 9/30/2016

VII. Budget

1	G1.B2.S1.A1	Providing professional development for teachers new to the grade level, content and/or career.	$0.00
2	G2.B1.S1.A1	Meeting with teachers during common planning to help develop distinct lesson plans that are clear and logical and also includes plans for differentiated instructional blocks in all content areas.	$0.00
3	G3.B12.S1.A1	Provide a professional development to targeted teachers on use of reading strategies used during reading intervention and ongoing progress monitoring.	$0.00
4	G3.B13.S1.A1	Principal and Assistant Principals will ensure that all instructional coaches provide instructional resource materials that can be utilized during intervention with students on all levels and in all content areas (ongoing).	$300.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		1401 - Charles R Drew K 8 Center	Title I, Part A		$300.00
		Notes: Notes			

5	G3.B13.S1.A2	Plan for common planning with Literacy Coach to generate an itemized agenda that includes definitive outcomes and next steps. Materials used will be the Social Studies Instructional Framework and suggested lesson plan template with Gradual Release of Responsibility Model (GRRM).	$0.00
6	G3.B13.S1.A3	Conduct common planning that follows the created agenda that will align the previously provided instructional resources in the creation of lesson plans aligned to standards and driven by student centered activities. Both the NGSSS and the LAFS-SS will be incorporated.	$0.00
		Total:	$300.00