

Miami-Dade County Public Schools

Charles R Drew K 8 Center



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	100%
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	2016-17	2015-16	2014-15	2013-14
Grade	B	B	C*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Charles R Drew K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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. Our 2017-2018 theme this year is "Preparing Our Students for Success in..."A Different World". Under the supervision of a dynamic leadership team we plan to take our school to new heights one student at a time. We plan to showcase our academic talents, our magnet program talents as well as the talents of all of our teachers and students. #AdifferentWorld!!

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.

At Charles R. Drew K-8 Center, student safety is our number one priority. On a daily basis students and parents alike are greeted with a warm welcome as they enter our campus. With a culture that fosters an atmosphere of respect for one another, our students feel safe and comfortable enough to express their needs and concerns in a respectable manner whether before, during or after school. Each member of our staff contributes to the operation of the school's positive climate which results in productive outcomes. Parental involvement, clear school-wide rules and consequences coupled with high expectations for all stakeholders helps to support our school environment. The school also has 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.

Charles R. Drew K-8 Center believes in the implementation of a school-wide progressive discipline plan that aids in minimizing distractions while increasing the amount of time students are focused and engaged in the delivery of instruction. Prior to the opening of schools, parents and students are invited to meet our staff and teachers. During this time, parents are made aware of the school-wide disciplinary plan and expectation. Students are also able to attend an opening of schools orientation to go over the school-wide behavior expectations and consequences. During these sessions, the Code of Student Conduct is reviewed and students are reminded of what a good citizen does while in school.

During and after-school counseling services are also available through referral to in-house and outside agencies.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	1	4	6	5	4	7	9	1	0	0	0	0	0	37	
Level 1 on statewide assessment	1	6	12	15	13	11	33	11	10	0	0	0	0	112	

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	5	12	11	13	16	42	18	17	0	0	0	0	136

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 increase academic success and decrease behavior issues, the following strategies / activities will be implemented this school year:

- Parent conferences
- Parent Academy
- Detention
- Loss of privileges
- Referral to Social Agency
- Path Academy or Pathways
- 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 workshops (outdoor suspension)
- Vocational School Assistance
- Referral to student services (FAB/BIP/Rtl)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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.

At Charles R. Drew K-8 Center, all stakeholders are involved in the planning and implementation of the Title I Program. 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 (PFEP); scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Quarterly informal parent surveys are conducted to determine the specific needs of our school and community. We also offer workshops, to our parents with flexible times to accommodate our parents' schedules.

Teachers and administrators are continually involved in local events and are often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local committees and boards, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. The over arching goal is to empower parents and build their capacity for involvement.

Lastly, we 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 and improving the Family and Parental Engagement Plan.

C. Effective Leadership

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
Fuller, Launa	Assistant Principal
Chery, Constantin	Assistant Principal
Goss, Javaria	Instructional Coach
Bethune, Shovon	School Counselor
Caldwell-Jackson, Dawnedra	Instructional Coach
Jean Mary, Bienicka	Teacher, K-12
Smith-Harding, Shelly	Teacher, K-12
Hardemon, Jamila	Teacher, K-12

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 Counselor, and both Instructional Curriculum Coaches.

Tier 1(Leadership Team)

- Raymond Sands(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
- Instructional Literacy Coach (Javaria Goss)
- Instructional Math Coach (Dawnedra Caldwell-Jackson)
- School Guidance Counselor (Shovon Bethune)
- Primary Grade Level Chairperson (Shelly Smith-Harding)
- Intermediate Grade Level Chairperson (Bienicka JeanMary)
- Middle School Grade Level Chairperson (Jamila Hardemon)
- Special education personnel (Matthew Dawkins)
- School placement specialist (Tanzanika Palmer)
- School psychologist (Priscilla Myrick)
- School social worker (Sandra Zamor)
- Member of school advisory committee, community stakeholders and parents

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

Tier 2

The school psychologist (Priscilla Myrick), social worker (Sandra Zamor), assistant principal (Launa Fuller) School guidance counselor (Shavon Bethune) and Reading Coach (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 (Raymond Sands), assistant principal (Launa Fuller), special education personnel (Matthew Dawkins), Math Coach (Dawnedra Caldwell-Jackson), Science Liaison (Samentha Joseph), Social Studies Liaison (Latisha Robinson), Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team as needed.

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.

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

1. Holding regular monthly team meetings with a focus on the Action Steps and aligned cycles
2. Discussing progress or lack of goals set forth in our Action Plan for Tier 1 students
3. Evaluating progress of systems designed to focus on increasing student achievement or behavioral success.
4. Determining how we will know if students have made expected levels of progress towards proficiency
5. Reflecting on grades, subject areas, classes and student regression.
6. Responding to students who have met proficiency by raising goals or providing enrichment respectively.
7. Gathering and analyzing data at all Tiers to determine professional development for faculty.
8. Indicating by group or individual student diagnostic and progress monitoring assessment.
9. Ensuring that students in need of intervention are actually receiving appropriate services per Tier (1-3).
10. Gathering ongoing progress monitoring (OPM) for all interventions and starting the process all over again.

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):

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 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 to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. 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 the impact on 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 2017-2018 school year and should the FLDOE approve the application.

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.

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.

3. We were also selected by the Wellness in the Schools (WITS) program where certified chef provide hands-on cooking experiences for students once a week through their science classes.

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.

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.

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
Dwight Richardson	Business/Community
Cedric McMinn	Business/Community
Dorene Walters	Education Support Employee
Samentha Joseph	Teacher
Constantin Chery	Education Support Employee
Carole Bonami	Teacher
Myeshia Bryant	Teacher
Bienicka Jean-Mary	Teacher
Janyre Parker	Teacher
Tunisesia Jones	Parent
Kotkenya Cullins	Business/Community
Raymond Sands	Principal
Thelma Sanders	Education Support Employee
Wahtinna Fowles	Parent
Kamora Jones	Student
Jacary Lightsey	Student
Thema Campbell	Business/Community
Javaria Goss	Education Support Employee
Jamila Hardemon	Teacher
Dawnedra Caldwell-Jackson	Education Support Employee
Vivinx Pierre	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC met to review the previous year's school improvement plan. The SAC was involved throughout the process as all members were allowed the opportunity to participate in the discussion. The SAC reviewed the SIP mid-year's progress to reflect and make adjustments as needed. They decided that the school was on target and aligned to the goals outlined in the SIP. By the year's end, the SAC was pleased with the outcome which resulted in the school maintaining their school grade of a B with an increase in total achievement points.

b. Development of this school improvement plan

The school leadership team will meet to discuss the vision of the school for this upcoming 2017-2018 school year. Upon completion of the draft, the SAC will review and vote on the School Improvement Plan. The SAC provides input and feedback to identify areas in need of school improvement and develop a focus for the 2017-2018 school year. The SAC is involved in reviewing the school's data to make informed decisions regarding goal setting and the professional development focus for the upcoming year.

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

A round-table discussion of available funds takes place between the Leadership Team, the SIP Review Committee and the SAC. Proposals will be made during the following meeting, allowing all members the opportunity to vote on all proposals submitted. Submitted proposal members will have the opportunity to present their perspective to the entire SAC.

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

The SAC decides on how the budget will be divided between student Incentives for academic achievement and positive behavior in all content areas, professional development, etc. The amount spent on these areas of needs were voted upon by the voting members of the SAC. A total of \$2000 was spent for this purpose.

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
Chery, Constantin	Assistant Principal
Fuller, Launa	Assistant Principal
Goss, Javaria	Instructional Coach
Jean Mary, Bienicka	Teacher, K-12
Smith-Harding, Shelly	Teacher, K-12
Volcy, Selena	Principal
Bethune, Shovon	School Counselor
Caldwell-Jackson, Dawnedra	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, Intervention and the students targeted. 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.

This year's LLT will also have the task of putting systems in place to ensure that our higher performing students maintain and/or increase their level of proficiency. Our goal this year is to increase the number of students performing at or above the level of proficiency in all content areas.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

This year at Charles R. Drew K-8 Center emphasis will be placed on increasing proficiency in all content areas. This year's school-wide Theme is: Preparing Our Students for Success in "A Different World". We 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.

As we transition to become an even more self-sufficient school, more opportunities are increasing for teachers to take on leadership roles. In an effort to increase more teacher leaders, selected teachers along with Instructional 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.

Charles R Drew follows the guidelines of the mentoring program developed through the District. The rationale for pairing teachers includes, years of experience to novice, content area similarities, areas of expertise and building location proximity.

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.

At Charles R. Drew K-8 Center, weekly meetings and common planning sessions are conducted. During these sessions, our instructional coaches meet with teachers in all grade levels to discuss best practices, pacing and alignment of standards. Follow up to information disseminated is done as the leadership team conducts walkthroughs weekly to ensure that delivery of instruction is taking

place with fidelity. Teachers are also given the opportunity to meet on a quarterly basis to discuss the progress of their students in a more intimate setting. 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. Ongoing progress monitoring will also be implemented to document the progress 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 instructional curriculum coaches will support teachers by providing assistance on the best practices used to plan and delivery standard-based instruction. Additional means to set the foundation for this process is done through facilitating common planning and/or 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.

At Charles R. Drew K-8 Center, our MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic data to evaluate progress towards those goals at least three times per year by:

Tier 1

1. Holding regular monthly team meetings with a focus on the Action Steps and aligned cycles
2. Discussing progress or lack of goals set forth in our Action Plan for Tier 1 students
3. Evaluating progress of systems designed to focus on increasing student achievement or behavioral success.
4. Determining how we will know if students have made expected levels of progress towards proficiency
5. Reflecting on grades, subject areas, classes and student regression.
6. Responding to students who have met proficiency by raising goals or providing enrichment respectively.
7. Gathering and analyzing data at all Tiers to determine professional development for faculty.
8. Indicating by group or individual student diagnostic and progress monitoring assessment.
9. Ensuring that students in need of intervention are actually receiving appropriate services per Tier (1-3).
10. Gathering ongoing progress monitoring (OPM) for all interventions and starting the process all over again.

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 to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1

worksheets completed three times per year. 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.

Tier 3

1. Students will be referred through an Request for Assistance (RFA) to the SST for further testing and possibly staffing based on outcomes of weekly OPM's.
2. Resources used during DI will be catered meeting the needs of Tier 3 students - our lowest 25% to 35%.

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: 2,400

Students will receive instruction and intervention in core academic subjects.

Strategy Rationale

Students in grade K-5 are offered the opportunity to receive afterschool homework assistance through a mentoring volunteer program provided by one of our afterschool programs. This program is designed to allow middle school students to provide assistance to our elementary students. Students are also provided instruction in Reading and Math through the certified instructors higher to work through this grant funded program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 2017-2018 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.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Instructional Delivery and Engagement: If teachers improve core instruction by presenting concepts at different levels of complexity through Differentiated Instruction then student achievement will increase overall in all content areas.

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. Instructional Delivery and Engagement: If teachers improve core instruction by presenting concepts at different levels of complexity through Differentiated Instruction then student achievement will increase overall in all content areas. 1a

G096983

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Level 4	70.0
Statewide Science Assessment Level 5	77.0
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal 3

- Understanding Florida Standards for instructional application is a challenge.

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 G1. 8

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

Person Responsible

Selena Volcy

Schedule

Biweekly, from 9/1/2017 to 1/6/2018

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

 = Problem Solving Step  S123456 = Quick Key

G1. Instructional Delivery and Engagement: If teachers improve core instruction by presenting concepts at different levels of complexity through Differentiated Instruction then student achievement will increase overall in all content areas. 1

 G096983

G1.B2 Understanding Florida Standards for instructional application is a challenge. 2

 B260902

G1.B2.S1 Teachers will plan for and deliver instruction that is based on standards and/or specific course benchmarks. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. As a result, students will experience and master course content and skills, as a result of rigorous, purposeful and engaging instructional activities. 4

 S276285

Strategy Rationale

To ensure and assist in the effective implementation of common planning

Action Step 1 5

Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses. Explicit planning focusing with the end in mind.

Person Responsible

Selena Volcy

Schedule

Monthly, from 8/17/2017 to 6/8/2018

Evidence of Completion

agendas, sign-in sheets, PD documentation, exits slips

Action Step 2 5

Instructional staff will collaboratively develop effective lesson plans that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.

Person Responsible

Selena Volcy

Schedule

Weekly, from 9/4/2017 to 6/8/2018

Evidence of Completion

agendas, sign-in sheets, PD documentation, exits slips, student journals, work samples, lesson plans

Action Step 3 5

Instructional staff will implement lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.

Person Responsible

Selena Volcy

Schedule

Daily, from 9/1/2017 to 6/8/2018

Evidence of Completion

student journals, work samples, lesson plans, walk-through logs, coaching logs

Action Step 4 5

Support will be provided by the Curriculum Coaches as needed.

Person Responsible

Selena Volcy

Schedule

Weekly, from 9/11/2017 to 6/8/2018

Evidence of Completion

agenda, sign-in sheets, PD documentation,

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

Administration will monitor effective lesson plan implementation with fidelity for lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.

Person Responsible

Selena Volcy

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

sign-in sheets, walkthrough logs

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

Administration will monitor teacher-made assessments, student work folders and journals to determine effectiveness of instruction.

Person Responsible

Selena Volcy








Schedule

Weekly, from 9/29/2017 to 6/3/2018

Evidence of Completion

student performance data, Student Work Folders, AR reports, observational data, mini assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M400207	The Leadership Team will meet with teachers regularly to discuss assessment results and student...	Volcy, Selena	9/1/2017	Classroom Walk-through logs, Monthly Assessments, Interim Assessments, Student Work Folders, State adopted assessments	1/6/2018 biweekly
G1.B2.S1.MA1  M400198	Administration will monitor effective lesson plan implementation with fidelity for lessons that...	Volcy, Selena	9/11/2017	sign-in sheets, walkthrough logs	5/31/2018 weekly
G1.B2.S1.MA1  M400197	Administration will monitor teacher-made assessments, student work folders and journals to...	Volcy, Selena	9/29/2017	student performance data, Student Work Folders, AR reports, observational data, mini assessments	6/3/2018 weekly
G1.B2.S1.A1  A372025	Provide professional development on effective collaborative planning that targets evidence of...	Volcy, Selena	8/17/2017	agendas, sign-in sheets, PD documentation, exits slips	6/8/2018 monthly
G1.B2.S1.A2  A372026	Instructional staff will collaboratively develop effective lesson plans that begin with the end in...	Volcy, Selena	9/4/2017	agendas, sign-in sheets, PD documentation, exits slips, student journals, work samples, lesson plans	6/8/2018 weekly
G1.B2.S1.A3  A372027	Instructional staff will implement lessons that begin with the end in mind and incorporate critical...	Volcy, Selena	9/1/2017	student journals, work samples, lesson plans, walk-through logs, coaching logs	6/8/2018 daily
G1.B2.S1.A4  A372028	Support will be provided by the Curriculum Coaches as needed.	Volcy, Selena	9/11/2017	agenda, sign-in sheets, PD documentation,	6/8/2018 weekly

V. Professional Development Opportunities

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

G1. Instructional Delivery and Engagement: If teachers improve core instruction by presenting concepts at different levels of complexity through Differentiated Instruction then student achievement will increase overall in all content areas.

G1.B2 Understanding Florida Standards for instructional application is a challenge.

G1.B2.S1 Teachers will plan for and deliver instruction that is based on standards and/or specific course benchmarks. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. As a result, students will experience and master course content and skills, as a result of rigorous, purposeful and engaging instructional activities.

PD Opportunity 1

Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses. Explicit planning focusing with the end in mind.

Facilitator

District Personnel

Participants

Teachers, Curriculum Coaches, Administration

Schedule

Monthly, from 8/17/2017 to 6/8/2018

PD Opportunity 2

Instructional staff will collaboratively develop effective lesson plans that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.

Facilitator

District Personnel, Curriculum Coaches

Participants

Teachers, Curriculum Coaches, Administration

Schedule

Weekly, from 9/4/2017 to 6/8/2018

PD Opportunity 3

Instructional staff will implement lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.

Facilitator

Instructional Coaches

Participants

All instructional

Schedule

Daily, from 9/1/2017 to 6/8/2018

PD Opportunity 4

Support will be provided by the Curriculum Coaches as needed.

Facilitator

Instructional Coaches

Participants

teachers group by subjects

Schedule

Weekly, from 9/11/2017 to 6/8/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses. Explicit planning focusing with the end in mind.	\$0.00
2	G1.B2.S1.A2	Instructional staff will collaboratively develop effective lesson plans that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.	\$0.00
3	G1.B2.S1.A3	Instructional staff will implement lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.	\$0.00
4	G1.B2.S1.A4	Support will be provided by the Curriculum Coaches as needed.	\$0.00
Total:			\$0.00