

Broward County Public Schools

Charles Drew Elementary School



2019-20 Schoolwide Improvement Plan

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Charles Drew Elementary School

1000 NW 31ST AVE, Pompano Beach, FL 33069

[no web address on file]

Demographics

Principal: Kicia Johnson Daniel

Start Date for this Principal: 7/20/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: D (35%) 2017-18: C (44%) 2016-17: C (45%) 2015-16: D (33%) 2014-15: F (31%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | CS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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1000 NW 31ST AVE, Pompano Beach, FL 33069

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 96% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 97% |

School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | D | C | C | D |

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Charles R. Drew Elementary Magnet school is to cultivate student and faculty growth, by providing each scholar with the opportunity to receive a quality education that meets their individual needs through differentiated instruction, rigorous & relevant curriculum, in a safe and secure learning environment.

Provide the school's vision statement.

Charles R. Drew Elementary Magnet School is focused on providing all scholars the BEST (Build relationships; Enhance Teaching and Learning; Student centered; through Teamwork) educational experience, that will prepare them to be College and Career ready to succeed in tomorrow's world.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|----------------------|------------------------|---|
| Alincy , Chedline | Instructional Coach | The Math Coach is responsible for overseeing the School wide K-5 Math Program, working specifically with the 5th grade "Math/Science" Teachers; facilitates data chat meetings with teachers around the student performance data; monitors the lowest 25% math performance; Coordinates and Facilitates the necessary Professional Development and PLC as it aligns with student data and teacher needs; Monitors the Math Club and implementation of the ACALETICS instructional; Aligns the support services for the Low 25% to ensure that the right remediation is given; Facilitates the school wide implementation of the Mountain Math; Assist administration with the Standards Institute PLC. |
| Flowers, Angeline | Principal | Provides Instructional and Organizational Leadership that is necessary to oversee all programs and policies of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. |
| Fulton, Keandra | Assistant Principal | Assist the school principal in overall administration of instructional program and campus level operations. Coordinate the academic schedule for teachers and students, Help create school-wide goals including those related to student learning and student behavior, and manage student behavioral issues including those in the cafeteria along with those referred by teachers and bus drivers. The Assistant Principal is responsible for the following: Coordinating and facilitating the iReady Implementation Plan; Coordinating and Monitoring the school wide implementation of the CHAMPS including the school wide certification; Monitors all Math Lowest 25% student performance data; Conducts Math Seminars and weekly math instructional exchange sessions (WIES); Oversees the ESOL Coordinator and monitors the ELL student performance in alignment with their ACCESS; Monitors and works with the ESE Specialist and ESE Support Facilitator to ensure that the students with disabilities are receiving their services and that they are on track for progress. |
| McDaniel, Aquilla | Instructional Coach | The Reading Coach supports all K-5 staff in the implementation of the site reading plan and program. The Coach works directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach focuses on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions. Responsibilities: 1. Guide teachers to collect and analyze data and develop action plans in response to determined student needs. 2. Provide individualized, classroom-based support to implement comprehensive program. This will include modeling of best teaching practices. 3. Work with the principal to create a school-wide focus on goals for reading achievement. 4. Oversee the school's assessment procedure, training, data collection and collaborate with the principal to complete |

| Name | Title | Job Duties and Responsibilities |
|-----------------|--------------------------|---|
| | | <p>reports due. 5. Participate fully in all professional development opportunities provided by the District, Cadre as it relates to literacy.</p> <p>The Reading Coach: Coordinates and Monitor the Lowest 25% ELA Push-IN and Pull-out groups; Facilitates Professional Learning Communities focusing on the ELA standards; Provides training for the Reading support/resource personnel to ensure that their implementing programs to fidelity; Monitors the instructional alignment to the standards; Organize and coordinate the resources for Extended Learning Opportunities; Active member of the Multi-tiered support systems (CPS.RTI Team) and coordinates parental engagement meetings for parents focusing on Literacy. (Parent University)</p> |
| Wilks, Latrese | Instructional Coach | <p>Primary Reading Coach for Primary KG-3rd. The primary Reading Coach works closely with Children's Literacy Initiative coaches to ensure that their support is aligned with the District's expectation, Oversees the Primary Reading Plan to ensure that teachers are maximizing instruction, aligning instruction and activities with the standards, & feedback/analysis of student work; Coordinates and Oversees the BAS procedures for testing scholars and using data to drive instruction, Works with the Testing Team to ensure that all state/district assessments are coordinated in alignment to expectations; Monitors the FOUNDATIONS implementation plan; Identifies the resources to work with the "targeted 3rd graders" to ensure that they meet proficiency; Works with small groups; Monitors students weekly/monthly formative assessments; works with the Librarian at the Jan Moran Library to organize the neighborhood media center as a resource for the Family literacy Night.</p> |
| Moise , Jacques | Instructional Technology | <p>The Micro-Tech Specialist monitors the school's network to ensure that teachers and students have accessibility to the world wide web to help facilitate teaching and learning. The Micro-Tech is a member of the Instructional Team works with the AP to coordinate the iReady Assessment periods; Readily provides data to administration on the Instructional Usage and passing rate with the iReady. The Micro-Tech also works with the students coordinating the daily announcements via the web; monitors the school's website to ensure that communication is update and accurate. The Micro-Tech maintains the PNI to ensure that every school has a device that is properly identified and functioning, facilitates a morning iReady Computer club. The Micro Tech trains the teachers on how to utilize outlook and get onto canvas. Finally, the Micro-Tech coordinates the men of class mentoring program for our targeted boys.</p> |
| Stramanak, Amy | Teacher, K-12 | <p>Teacher Grade 4- develops the Instructional Focus calendar for Grade 4 and ELA Writing. Monitors student data to ensure that students that are meeting proficiency are being enriched and provided the extended learning opportunities</p> |

Early Warning Systems

Current Year**The number of students by grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 97 | 91 | 94 | 91 | 90 | 95 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 558 |
| Attendance below 90 percent | 40 | 34 | 24 | 21 | 19 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 158 |
| One or more suspensions | 6 | 4 | 5 | 2 | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 35 | 33 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 121 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 4 | 2 | 3 | 10 | 33 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 1 | 0 | 1 | 2 | 30 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

FTE units allocated to school (total number of teacher units)

24

Date this data was collected or last updated

Tuesday 7/16/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Attendance below 90 percent | | | | | | | | | | | | | | |
| One or more suspensions | | | | | | | | | | | | | | |
| Course failure in ELA or Math | | | | | | | | | | | | | | |
| Level 1 on statewide assessment | | | | | | | | | | | | | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators | | | | | | | | | | | | | | |

Prior Year - Updated**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 | 27 | 25 | 24 | 22 | 15 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 132 |
| One or more suspensions | 4 | 1 | 2 | 4 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 40 | 37 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 123 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|---|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 15 | 10 | 10 | 12 | 5 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 34% | 59% | 57% | 29% | 55% | 55% |
| ELA Learning Gains | 44% | 60% | 58% | 50% | 58% | 57% |
| ELA Lowest 25th Percentile | 31% | 54% | 53% | 47% | 53% | 52% |
| Math Achievement | 42% | 65% | 63% | 39% | 61% | 61% |
| Math Learning Gains | 47% | 66% | 62% | 59% | 63% | 61% |
| Math Lowest 25th Percentile | 21% | 53% | 51% | 58% | 52% | 51% |
| Science Achievement | 25% | 46% | 53% | 35% | 45% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|--------|--------|--------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 97 (0) | 91 (0) | 94 (0) | 91 (0) | 90 (0) | 95 (0) | 558 (0) |
| Attendance below 90 percent | 40 () | 34 () | 24 () | 21 () | 19 () | 20 () | 158 (0) |
| One or more suspensions | 6 () | 4 (0) | 5 (0) | 2 (0) | 2 (0) | 7 (0) | 26 (0) |
| Course failure in ELA or Math | 0 () | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 0 () | 0 (0) | 0 (0) | 35 (0) | 33 (0) | 53 (0) | 121 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 39% | 60% | -21% | 58% | -19% |
| | 2018 | 29% | 59% | -30% | 57% | -28% |
| Same Grade Comparison | | 10% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 37% | 62% | -25% | 58% | -21% |
| | 2018 | 20% | 58% | -38% | 56% | -36% |
| Same Grade Comparison | | 17% | | | | |
| Cohort Comparison | | 8% | | | | |
| 05 | 2019 | 21% | 59% | -38% | 56% | -35% |
| | 2018 | 25% | 56% | -31% | 55% | -30% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | 1% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 39% | 65% | -26% | 62% | -23% |
| | 2018 | 40% | 63% | -23% | 62% | -22% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 47% | 67% | -20% | 64% | -17% |
| | 2018 | 40% | 63% | -23% | 62% | -22% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | 7% | | | | |
| 05 | 2019 | 30% | 64% | -34% | 60% | -30% |
| | 2018 | 45% | 62% | -17% | 61% | -16% |
| Same Grade Comparison | | -15% | | | | |
| Cohort Comparison | | -10% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 23% | 49% | -26% | 53% | -30% |
| | 2018 | 31% | 51% | -20% | 55% | -24% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 5 | 10 | | 14 | 9 | | | | | | |

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| ELL | 41 | 51 | 25 | 45 | 46 | 21 | 30 | | | | |
| BLK | 30 | 42 | 30 | 41 | 48 | 20 | 24 | | | | |
| HSP | 40 | 47 | 30 | 41 | 41 | 23 | 26 | | | | |
| FRL | 34 | 44 | 31 | 41 | 46 | 21 | 25 | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 13 | 13 | | 5 | 33 | | | | | | |
| ELL | 38 | 48 | 50 | 49 | 57 | 55 | 29 | | | | |
| BLK | 20 | 31 | 43 | 40 | 64 | 62 | 32 | | | | |
| HSP | 34 | 51 | 70 | 49 | 64 | 50 | 29 | | | | |
| FRL | 24 | 37 | 49 | 43 | 63 | 59 | 31 | | | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 42 | 65 | 73 | 36 | 65 | | | | | | |
| ELL | 38 | 55 | 47 | 46 | 62 | 47 | 33 | | | | |
| BLK | 24 | 46 | 43 | 35 | 59 | 66 | 34 | | | | |
| HSP | 38 | 56 | 50 | 46 | 60 | 38 | 33 | | | | |
| FRL | 28 | 50 | 47 | 39 | 59 | 58 | 35 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 36 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 44 |
| Total Points Earned for the Federal Index | 288 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 10 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |

| Students With Disabilities | |
|--|-----|
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 38 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 34 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 37 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|--|-----|
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 36 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The performance of the Lowest 25% showed the lowest performance of 21% meeting learning gains in mathematics. The contributing factors that negatively impacted last year's performance novice teacher that had poor attendance, that abruptly resigned in January 2019 resulting in an inability to secure a highly qualified teacher.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The performance of the Lowest 25% (Students with Disabilities) in the ares of mathematics showed the greatest decline of -38% from the prior school year. The factors that contributed to the decline are: (1) No classroom teacher after January for the 5th graders; (2) Not providing the necessary support to the teacher(s) that provided instruction to the Lowest 25% students in a timely manner; (3) Inconsistent remediation support that aligns to the this group's individual needs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The performance of the 5th grade had the greatest gap when compared to the state average in ELA and Mathematics. The factors that contributed to this gap are: Classroom teacher resigned in January 2019; Inconsistent support provided to the Lowest 25 student in Fifth Grade; Inconsistent remediation support aligned to the students' needs, not providing support to the 5th grade teachers in a timely manner.

Which data component showed the most improvement? What new actions did your school take in this area?

The ELA Achievement showed the greatest improvement of 9%. The students demonstrating reading proficiency increased by 10% in Grade 3 and 17% in Grade 4. The new actions that contributed to the improvement in this area: (1) Walk to read model in Third Grade; (2) Standards based remediation groups.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The main area of concern: The number of Students Achieving at a Level 1 in FSA ELA and or Math 2019.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Lowest 25%
2. High Quality Instruction
3. Students scoring at a Level 1 in ELA and or Math
4. Students with Disabilities in ELA and Mathematics
5. Fifth Grade Instructional Staff.

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | High Quality Instruction |
| Rationale | Based on the 2019 FSA data, Charles R. Drew dropped significantly in ELA Lowest 25 (-18)& Math Learning Gains (-16), Math Lowest 25 (-38), and Science (-8) resulting in an overall drop of 10% decreasing the school grade percent to 34% equaling a letter grade of D. |
| State the measurable outcome the school plans to achieve | By May, 2019, the school will demonstrate an increase of 30% in all reporting categories that dropped significantly . |
| Person responsible for monitoring outcome | Angeline Flowers (angeline.flowers@browardschools.com) |
| Evidence-based Strategy | Data Driven Instructional strategy will be used to provide information/data on student performance that will be used to inform teaching and learning . This strategy will provide the school based administration, instructional coaches, and teachers a method on how we look at data based on instruction and use this data to respond to students and teacher needs. |
| Rationale for Evidence-based Strategy | The rationale for utilizing this method is to use the four building blocks of DDI as a framework to providing High quality instruction. The building blocks of a Data Driven instructional strategies are: Assessment, Analysis, Action and Culture. Each of the four components will outline specific strategies that should be used to inform instruction. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. All Instructional personnel will receive a training on the "Data Driven Instruction" 2. The Instructional Coaches will receive a training on how to lead "Data Driven Data Chats/Digs 3. An Assessment Calendar will be generate to align all formative assessments and ensure that over testing isn't occurring. 4. The Administrative Team will develop an "DREW Coaches" PLC so that the coaches are being supported with working with leading data conversation with individual teachers/ grade levels and responding to the data by developing action plans with specific timelines of implementation. 5. The Administrative Team will develop Data Chat protocols and questions that will be used every time data points are given and or analyzed. 6. Data chats will be ongoing and conducted individually and or as a grade level based on the needs of the teachers and students. 7. The Administrative Team will utilized a Data Driven Rubric and review it quarterly to ensure that we're aligned with the research on an effective data driven implementation. |
| Person Responsible | Keandra Fulton (keandra.fulton@browardschools.com) |

| #2 | |
|---|---|
| Title | Mathematics |
| Rationale | Based on the 2019 FSA Math data, the school dropped significantly in Math Learning gains -16% and Math Learning gains with Lowest quartile -38% |
| State the measurable outcome the school plans to achieve | By May 2020, the students will demonstrate a 40% increase in Mathematics Learning gains and Lowest 25%. |
| Person responsible for monitoring outcome | Keandra Fulton (keandra.fulton@browardschools.com) |
| Evidence-based Strategy | "Modified" Gradual Release Model (GRR- Gradual Release of Responsibility). Allowing the students to persevere in problem solving then the teacher will guide the instruction focusing specifically embedding the shifts in mathematics into the delivery of instruction Focus, Coherence, and Rigor. |
| Rationale for Evidence-based Strategy | Based on the data, Mathematics we lost a combined fifty five points in the overall performance of the students, meeting proficiency, making math learning gains, and decline of the learning gains for the Lowest 25%. The gradual release of responsibility model or GRR model is a particular style of teaching which is a structured method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. This model will ensure that a very specific approach is used to teaching the standards and providing the students with scaffold support as the task is release and students are able to demonstrate mastery in the I do portion of the model. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Implement a two-by-two (Departmentalization Model in Fifth Grade) - two teachers on the team will teach ELA/Writing while the other two will teach Math/Science specifically focusing on Maximizing instructional time, Alignment to the standards, and progress monitoring and feedback. 2. Provide Content Specific training for the "Content" specific teachers- and how to create lessons that are rigorous and relevant. 3. Train teachers on the Gradual Release of Responsibility Model and provide ongoing support that will help and aid in the effective implementation of this model. 4. Establish a Teacher and Student look fors and responsibilities for the evidence that the GRR model will be utilized. 4. Begin weekly instructional exchange sessions (MATH) every Monday (Grades 1-5) 5. Identify the points needed for each student to make a learning gain. Organize standards based instruction. Begin support Math groups-conduct focus walkthroughs. |
| Person Responsible | Chedline Alincy (chedline.alincy@browardschools.com) |

| #3 | |
|---|--|
| Title | Lowest Quartile |
| Rationale | Based on the 2019 FSA data, the Lowest 25% significantly decreased in learning gains for ELA and Mathematics. |
| State the measurable outcome the school plans to achieve | By May 2020, 70 % of the Lowest 25% scholars will achieve a learning gain in the areas of ELA and Mathematics as indicated on the 2020 FSA ELA & Mathematics |
| Person responsible for monitoring outcome | Angeline Flowers (angeline.flowers@browardschools.com) |
| Evidence-based Strategy | In order to obtain to obtain the aforementioned goal, the CLOSE READ evidence based strategy will be used to Increase students motivation and engagement in responding to text. In area of Mathematics,- Close Read techniques will be used with the Core Action: Focus, Coherence, & Rigor |
| Rationale for Evidence-based Strategy | The rationale for using the CLOSE READ is to provide students with an opportunity to respond to text through three different reads with specific expectations as they engage with text. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Identify the Lowest 25% students in Grades 4-5 in areas of ELA & Mathematics 2. Review their data to identify areas of strength and areas that are in need of 3. Identify Instructional resources that will be utilized to re mediate the scholars 4. Identify support personnel that will work with Lowest 25 - train on materials, develop schedule, and begin providing support to those students by September 9, 2019. 5. |
| Person Responsible | Aquilla McDaniel (aquilla.mcdaniel@browardschools.com) |

| #4 | |
|---|---|
| Title | Students With Disabilities |
| Rationale | According to the 2019 FSA, the Students with Disabilities had an overall ESSA Federal Percent of 10%. |
| State the measurable outcome the school plans to achieve | By May 2020, 80% of the Students with Disabilities will demonstrate a learning gain in ELA and Mathematics as indicated on the 2020 FSA, increasing the ESSA Federal Percent Index above 40%. |
| Person responsible for monitoring outcome | Angeline Flowers (angeline.flowers@browardschools.com) |
| Evidence-based Strategy | DIRECT/Explicit Instruction will be used as a straightforward, explicit teaching techniques, to teach this group their standards in a specific formal approach. This approach includes six steps that will assist the teacher in the delivery of instruction so that it is systematic and consistent. |
| Rationale for Evidence-based Strategy | The rationale for selecting DIRECT/EXPLICIT INSTRUCTION as the evidence-based strategy is that it provides the subgroup with a systematic structured approach to how they will be taught that will aid in their ability to remember what is being taught. Direct instruction is focused on the standard, instruction is delivered in a series of small steps using clear and concise language and providing students with examples and non examples as well as guided supported practice. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Analyze SWD data; Review IEP plans to ensure each scholars needs are being met. 2. Identify the "right" intervention based on the students' needs. 3. Provide the ESE Support Facilitator the necessary Professional Development on " Direct Explicit Instruction" 4. Conduct individual ongoing DATA chats with SWD so that they work towards increasing the percent of SWD making a learning gain in ELA and Mathematics. 5. Conduct ongoing learning walks that focus on observing the SWD in their classrooms, analyze their work; and review their iReady data. |
| Person Responsible | Keandra Fulton (keandra.fulton@browardschools.com) |

| #5 | |
|---|--|
| Title | ELL English Language Learners |
| Rationale | According to the ESSA Federal index, the English language learners earned a composite score of 38%, consequently causing a negative impact on the overall achievement of the ELL students. |
| State the measurable outcome the school plans to achieve | By May 2020, 80% of the Lowest quartile English Language Learner will demonstrate a learning gain in ELA and Mathematics as indicated on the 2020 FSA, increasing the ESSA Federal Percent Index above 40%. |
| Person responsible for monitoring outcome | Keandra Fulton (keandra.fulton@browardschools.com) |
| Evidence-based Strategy | TEACHER Clarity is the evidence based strategy that will be used for our ELL learners. Teacher Clarity is a research-based process for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions. with an effective size of .75 |
| Rationale for Evidence-based Strategy | The rationale for selecting Teacher clarity is to help teachers with unpacking the standards and processing the standards into digestible bites so that they can deliver high quality instruction . |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Teachers will receive training on Teacher clarity and what that looks like 2. Instructional Coaches will work with the in ELA /Math with utilizing Uncommon Lessons and establishing 3.. Analyze students ACCESS data 4.. Sheltered classrooms provided for the ELL students that are A1 and first year LY students 5.. Professional Development for classroom teachers on evidence based ELL strategies 6. Students use Imagine Learning Systems to track and monitor student growth. 7. Classroom observation/ analysis of student work |
| Person Responsible | Aquilla McDaniel (aquilla.mcdaniel@browardschools.com) |

| #6 | |
|---|---|
| Title | BLACK |
| Rationale | According to the 2019 FSA, students within the BLACK subgroup earned an ESSA Federal index composite score of 34% . The data indicates that this subgroup isn't successful in both content areas with the Lowest 25th quartile making learning gains and or achievement in ELA and Science. |
| State the measurable outcome the school plans to achieve | By May 2020, 80% of the Lowest quartile Black students will demonstrate a learning gain in ELA and Mathematics as indicated on the 2020 FSA, increasing the ESSA Federal Percent Index above 41% range. |
| Person responsible for monitoring outcome | Angeline Flowers (angeline.flowers@browardschools.com) |
| Evidence-based Strategy | Establishing positive RELATIONSHIPS, Developing High Expectations for these students, and Providing opportunities for student to practice are the evidence based strategies that will be used to support the students within this supgroup |
| Rationale for Evidence-based Strategy | The rationale for selecting Relationships, developing high expectations, and providing opportunities for the students to practice because these strategies focus on the social and emotional part of the learner and the academic needs. It is shown that relationships have a huge effect size on student performance. Therefore, we need to start with how students within this group feel about school, then look at teachers with establishing high expectations for these scholars. lastly, providing time of practice, |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Analyze the iReady Diagnostic; Ongoing progress monitoring of students usage and performance. 2. Provide Professional Development ongoing support and courageous conversations with teachers on to help the BLACK students socially through positive relationships. 3. Classroom observation/ analysis of student work 4. Increase student rewards/recognition throughout the year as we celebrate achievement throughout the year: Game Truck; Game Room; Camp Out; 5. Utilizing the iReady tailored lessons and tools for instruction to specifically provide opportunities for students to practice on their specif target areas. |
| Person Responsible | Aquilla McDaniel (aquilla.mcdaniel@browardschools.com) |

| #7 | |
|---|--|
| Title | HISPANIC |
| Rationale | According to the 2019 FSA, students within the HISPANIC subgroup earned an ESSA Federal index composite score of 37% . The data indicates that this subgroup isn't successful in both content areas with the Lowest 25th quartile making learning gains and or achievement in ELA and Mathematics. |
| State the measurable outcome the school plans to achieve | By May 2020, 80% of the Lowest quartile Hispanic students will demonstrate a learning gain in ELA and Mathematics as indicated on the 2020 FSA, increasing the ESSA Federal Percent Index above 41% range. |
| Person responsible for monitoring outcome | Angeline Flowers (angeline.flowers@browardschools.com) |
| Evidence-based Strategy | Question Answer Relationships |
| Rationale for Evidence-based Strategy | Question answer relationship was selected as an evidence based strategy to work with this group in helping them to make connections with the text and understand the questions. Question/Answer Relationship. QAR is a questioning strategy that emphasizes that a relationship exists between the question, the text, and the background of the reader. In this strategy, students are taught to use four question/answer relationships (QAR's) to find the information they need to answer the question. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Analyze the iReady Diagnostic; Ongoing progress monitoring of students usage and performance. 2. Provide Professional Development on QARto help the Hispanic students think critically when analyzing text. 3. Classroom observation/ analysis of student work 4. Implementing Data Driven Instruction -using data to make instructional decisions. 5. Utilizing the iReady platform |
| Person Responsible | Latrese Wilks (latrese.wilks@browardschools.com) |

| #8 | |
|---|---|
| Title | Economically Disadvantage |
| Rationale | According to the 2019 FSA, the economically disadvantage subgroup earned an ESSA Federal index composite score of 38% . The data indicates that this subgroup isn't successful in both content areas with the Lowest 25th quartile making learning gains and or achievement in ELA and Mathematics. |
| State the measurable outcome the school plans to achieve | By May 2020, 80% of the Lowest quartile economically disadvantage students will demonstrate a learning gain in ELA and Mathematics as indicated on the 2020 FSA, increasing the ESSA Federal Percent Index above 41% range. |
| Person responsible for monitoring outcome | Keandra Fulton (keandra.fulton@browardschools.com) |
| Evidence-based Strategy | Establishing positive RELATIONSHIPS, Developing High Expectations for these students, and Providing opportunities for student to practice are the evidence based strategies that will be used to support the students within this supgroup |
| Rationale for Evidence-based Strategy | The rationale for selecting Relationships, developing high expectations, and providing opportunities for the students to practice because these strategies focus on the social and emotional part of the learner and the academic needs. It is shown that relationships have a huge effect size on student performance. Therefore, we need to start with how students within this group feel about school, then look at teachers with establishing high expectations for these scholars. lastly, providing time of practice, |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Analyze the iReady Diagnostic; Ongoing progress monitoring of students usage and performance. 2. Provide Professional Development ongoing support and courageous conversations with teachers on to help the BLACK students socially through positive relationships. 3. Classroom observation/ analysis of student work 4. Increase student rewards/recognition throughout the year as we celebrate achievement throughout the year: Game Truck; Game Room; Camp Out; 5. Utilizing the iReady tailored lessons and tools for instruction to specifically provide opportunities for students to practice on their specif target areas. |
| Person Responsible | Aquilla McDaniel (aquilla.mcdaniel@browardschools.com) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In addition to the Lowest 25 Area of Focus, we will continue to ensure that all school wide improvement priorities are being implemented, monitored, and reviewed on a continuous basis. In addition, during every Faculty meeting the representatives from each SIP area will discuss/highlight the school's

implementation of the area and share highlights and any other areas so that the plan is a true and living document.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Charles R. Drew Elementary Magnet school incorporates a variety of strategies to build positive relationships with the parents, families, and other stakeholders as it relates to the school's mission and support the needs of the students such as (but are not limited to): Conducting our Annual Open House, holding Monthly School Advisory Council Meetings held a varying times, Inviting and Including parents in the CPS/RTI Multi-Tiered Support Systems meetings, Requiring teachers to conduct two mandatory face-to-face conferences, and conducting home visits as needed.

PFEP Link

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

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.

Charles R. Drew Elementary Magnet school ensures that the social-emotional needs of all students are being met by providing support in the various ways: Individual and small group counseling based on students needs (i.e., homeless, incarcerated parents, deceased parents, living in foster cares, etc.), Cool Girls Mentoring groups (3-5); Men of Class (3-5); Tiger Cubs Listeners (peer mentors); Bully Box; Align services with outside agencies: Boys Town, Chrysalis & Henderson Clinic; Guidance Counselor highlights students monthly - Kids of Character; Kiwanis Kids; Guidance Counselor does classroom guidance working with the students on the six Social Emotional Competencies.

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 Elementary Magnet school supports incoming and outgoing cohorts of students as they transition to Kindergarten and Sixth Grade. The incoming Kindergartners and their families participate in an annual "Meet and Greet" that is held prior to the start of school and the Kindergarten teachers provide the parents with an overview of a "Day in the Life of a Kindergartner". In addition, the Kindergarten parents are encouraged to have breakfast and walk their child(ren) for the first week of school, and parents participate in the annual Open House. The Fifth Graders participate in our annual "Shadow a Middle Schooler", in which go to the feeder Middle School (Crystal Lake) and each student spends a day with a middle school student, Fifth Graders participate in "Annual Scheduling Day" where the Middle School counselors come and meet with the 5th grade to discuss their schedule and elective options, and a Fifth Grade Completion Ceremony is held at the end of the year.

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.

Charles R. Drew Elementary Magnet school employs a multi-tiered system of support to identify and support any students that may be of a concern academically, behaviorally, and or socially. The team meets every Wednesday following an agenda of scholars that have been identified by the teacher or any other staff member. The team consists of Principal, Assistant Principal, ESE Specialist, Guidance Counselor, School Assigned Social Worker, School Assigned Psychologist, Classroom teacher, Parent, and any other stakeholder. Data is used to identify any trends or patterns of concern, then based on students need an Intervention is provided. Once the intervention is put in place the team will follow up in two weeks, to ensure the plan is in place, four weeks to determine the impact. All resources are allocated in direct proportion to students needs. The guidance counselor organizes/schedules and facilitates the meetings, an Instructional Support is assigned as a case manager if its an academic issue and the Behavior Technician is assigned if its a behavior or attendance issue. The team works in concert to ensure that all possible services are provided concurrently to meet the students needs and close the learning/behavior gap.

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

The school has established partnerships with Florida Atlantic University, Junior Achievement - BIZTown; City of Pompano Beach Kiwaniss Club; City of Pompano Beach Fraternity and Sorority (Kappa Alpha Phi , Delta Sigma Theta Sorority, Omega Psi Phi) , Pompano Beach Cultural Arts Center. These organizations provide real-world experiences that help to advance our students college and career awareness in the Performing Arts.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| 1 | III.A. | Areas of Focus: High Quality Instruction | | | | \$114,066.50 |
|---|----------|--|---|----------------|-----|--------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 510-Supplies | 3221 - Charles Drew Elementary School | UniSIG | | \$18,302.50 |
| | | | Notes: Purchase instructional materials and resources from Curriculum Associates: Ready Florida Math (MAFS) & ELA (LAFS) + Toolbox Teacher Set for students to utilize for classroom instruction and to reinforce ELA/Math concepts by providing a supplement to the core instructional materials. Ready Florida ELA/Math (LAFS & MAFS) Teacher Toolbox (Grades K-5) 60 @148.75 Ready Florida ELA/Math (LAFS & MAFS) Student workbook (Grades K-5) 1350 @ 13.00 | | | |
| | 6400 | 310-Professional and Technical Services | 3221 - Charles Drew Elementary School | UniSIG | | \$3,000.00 |
| | | | Notes: Provide professional development to teachers on the use of iReady Platform. An iReady consultant will provide on-site professional development for teachers designed to meet the individual learning needs of educators at each phase of implementation. This will ensure the at direct instruction is provided to students as designed | | | |
| | 6400 | 310-Professional and Technical Services | 3221 - Charles Drew Elementary School | UniSIG | | \$40,050.00 |

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|--|------|---------------------------------|--|--------|--|-------------|
| | | | <i>Notes: Children Literacy Initiative provide professional development to teachers in Grades 4th -5th (ELA/Writing) Teachers on lesson plan and implementation, effective lesson design, evidence of students' understanding and learning. The CLI coach will provide on-site professional development for the teachers in grades 4-5 designed to meet the individual learning needs of each educator. Teachers will participate in professional development focus on the structure of a guided reading lesson, how to match readers with leveled text, how to plan and manage small group work, and how to connect guided reading instruction to other components of the literacy block. This will ensure that the guided reading lesson is differentiated, aligned to the standards and the individual needs of the students.</i> | | | |
| | 5100 | 510-Supplies | 3221 - Charles Drew Elementary School | UniSIG | | \$10,376.00 |
| | | | <i>Notes: Purchase instructional materials from Write Score that are designed to help students improve literacy. With standards aligned resources, and historical student data reports, Write Score provides supplemental resources for students to utilize for classroom instruction to reinforce literacy and writing concepts by providing a supplement to the core instructional materials.</i> | | | |
| | 6400 | 120-Classroom Teachers | 3221 - Charles Drew Elementary School | UniSIG | | \$24,000.00 |
| | | | <i>Notes: Provide Stipends to (50) K-5 teachers to engage in professional development. The intense literacy, mathematics, science, data usage, CHAMPS and pedagogy focus of the professional development will support teachers to increase their knowledge as they work with students to close the achievement gap. The professional development will begin September 2019 and consist of various learning opportunities for which teachers will be paid a \$30/hour stipend for a total not to exceed 16 hours per teacher.</i> | | | |
| | 6400 | 220-Social Security | 3221 - Charles Drew Elementary School | UniSIG | | \$1,836.00 |
| | | | <i>Notes: Employee Social Security Benefits @7.65% for 50 teachers to work up to 16 additional hours for the purpose of professional development and planning in the areas of science, mathematics, CHAMPS, and reading.</i> | | | |
| | 6400 | 240-Workers Compensation | 3221 - Charles Drew Elementary School | UniSIG | | \$437.00 |
| | | | <i>Notes: Employee Worker's Compensation @1.82% for 50 teachers to work up to 16 hours for the purpose of professional development and planning in the areas of science, mathematics, CHAMPS, and reading.</i> | | | |
| | 6400 | 250-Unemployment Compensation | 3221 - Charles Drew Elementary School | UniSIG | | \$12.00 |
| | | | <i>Notes: Employee Benefits @.05% for 50 teachers to work up to 16 hours for the purpose of professional development and planning in the areas of science, mathematics, CHAMPS and reading.</i> | | | |
| | 5100 | 519-Technology-Related Supplies | 3221 - Charles Drew Elementary School | UniSIG | | \$3,280.00 |
| | | | <i>Notes: Purchase 628 @\$3.39 student headphones and 20 @\$48.95 classroom speaker system. The headphones will allow each student to experience their tailored instruction with out disturbing their peers. Utilizing the headphones is essential to helping the students increase their pass rate in the areas of phonics and phonemic awareness. The speaker systems are critical for the students in Grades 3-5 to hear the various audio resources that align with the standards. Both of these items will aid in providing students with a high quality learning experience.</i> | | | |
| | 5100 | 510-Supplies | 3221 - Charles Drew Elementary School | UniSIG | | \$1,373.00 |
| | | | <i>Notes: Office Depot - Purchase office supplies such as folders, pencils, pens, etc. for use during the school year.</i> | | | |
| | 6400 | 369-Technology-Related Rentals | 3221 - Charles Drew Elementary School | UniSIG | | \$400.00 |
| | | | <i>Notes: Purchase Planbook.com as a tool to help teachers with creating lesson plans.</i> | | | |

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|----------|---------------|--|---|----------------|-----|--------------------|
| | 5100 | 643-Capitalized Hardware and Technology-Related Infrastructure | 3221 - Charles Drew Elementary School | UniSIG | | \$11,000.00 |
| | | | <i>Notes: Purchase 2 Recordex Devices (\$4175, including document camera \$250 each, simplicity slate \$140 each, floor stands \$575 each, and installation at \$325 each) to be used for instructional presentations and professional development for teachers. Students and teachers will utilize the devices to enhance high quality instruction, improving teaching and learning.</i> | | | |
| 2 | III.A. | Areas of Focus: Mathematics | | | | \$94,139.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 510-Supplies | 3221 - Charles Drew Elementary School | UniSIG | | \$26,700.00 |
| | | | <i>Notes: Purchase instructional materials and resources from Educational Development Associates, Inc. ACALETICS to support mathematics for students to utilize for Math Club and to reinforce math and science concepts and to reinforce Florida Math Standards by providing a supplement to the core instructional materials.</i> | | | |
| | 6400 | 310-Professional and Technical Services | 3221 - Charles Drew Elementary School | UniSIG | | \$7,500.00 |
| | | | <i>Notes: Provide professional development to teachers on the use of ACALETICS. An ACALETICS consultant will provide on-site professional development for teachers designed to meet the individual learning needs of educators at each phase of implementation. This will ensure that direct instruction is provided to students as designed.</i> | | | |
| | 5100 | 644-Computer Hardware Non-Capitalized | 3221 - Charles Drew Elementary School | UniSIG | | \$18,800.00 |
| | | | <i>Notes: Purchase 75 Lenovo 300e 2nd Gen, Intel N4100 laptop computers and installation @ \$239 each. The 75 additional computers will provide students in Grades 1-2 with access to iReady online diagnostic reading and math sub-skill level and on-going progress monitoring tracking to achieve end of year targets for students. One- Think Pad L380, Intel Core i7-8559 @ \$875.00 will be used for monitoring the school wide implementation of the iReady.</i> | | | |
| | 5100 | 644-Computer Hardware Non-Capitalized | 3221 - Charles Drew Elementary School | UniSIG | | \$5,200.00 |
| | | | <i>Notes: Purchase 10 - ELMO TTI2id Document camera, 1080p,30FPS,HDMI 10 @ \$520 each. The additional ELMOS will provide teachers in Grades K-2 with access to utilizing the document camera as an instructional tool while modeling, discussing text, and our problem solving. The ELMO will increase student engagement and help meet the individual learning styles of the students.</i> | | | |
| | 5100 | 510-Supplies | 3221 - Charles Drew Elementary School | UniSIG | | \$5,000.00 |
| | | | <i>Notes: Purchase instructional materials and resources form Mountain Math/Language LLC to support mathematics. Grades K-2 will utilize the Small Group/Center Kit and Grades 3-5 will utilize the Bulletin Board Kit. 40@95.95 and 20 @25-vinyl covers</i> | | | |
| | 5100 | 510-Supplies | 3221 - Charles Drew Elementary School | UniSIG | | \$1,195.00 |
| | | | <i>Notes: Purchase - 500 @ 2.39 6x9 1/2 spiral journals to be utilized as iReady MATH journals for students in Grades 1-5</i> | | | |
| | 5100 | 510-Supplies | 3221 - Charles Drew Elementary School | UniSIG | | \$2,220.00 |
| | | | <i>Notes: Purchase - 74 Chart Tablets to be use as instructional tool for creating anchor charts, posting the learning goal, routines and procedures 74 @ 29.69 = Ruled & Unruled Brite</i> | | | |
| | 5100 | 510-Supplies | 3221 - Charles Drew Elementary School | UniSIG | | \$10,284.00 |
| | | | <i>Notes: Every Day Counts K-5: Calendar Math Kits for daily usage during the math block. To provide students with repetitive exposure to math foundation skills and building skills necessary for closing the achievement gap. 30 @ 342.80</i> | | | |

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|----------|---------------|--|--|----------------|---------------|---------------------|
| | 5100 | 510-Supplies | 3221 - Charles Drew Elementary School | UniSIG | | \$17,240.00 |
| | | | Notes: Purchase instructional materials for students in Grades K-5- Moving with Math Learning Systems - RTI Intervention: Foundations Kits 1-2: #4@1140. Foundation Kits 3-4 #4@1520.00; Math Connections: Grade 1 4@660; Grade 2: 4@660. | | | |
| 3 | III.A. | Areas of Focus: Lowest Quartile | | | | \$59,837.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 510-Supplies | 3221 - Charles Drew Elementary School | UniSIG | | \$23,300.00 |
| | | | Notes: Purchase instructional materials and resources from Wilson Language Training Corp. - FUNDATIONS K-3 Classroom Set. FUNDATIONS will be used during intervention power hour to support phonics and phonemic awareness acquisitive and fluency. Foundations Classroom Set Levels Kindergarten - 5@ 1133.10 First Grade - 5@ 1417.80 Second Grade 5@ 1475.50 Third Grade 5@ 1432.70 | | | |
| | 5100 | 510-Supplies | 3221 - Charles Drew Elementary School | UniSIG | | \$31,060.00 |
| | | | Notes: Purchase instructional materials from School Specialty- Florida Practice Coach: ELA, Math & Science , Support Coach, Performance Coach to support reading, mathematics, and supplementary science resources for students to utilize for classroom instruction and to reinforce science concepts by providing a supplement to the core instructional materials. | | | |
| | 6400 | 140-Substitute Teachers | 3221 - Charles Drew Elementary School | UniSIG | | \$5,000.00 |
| | | | Notes: Substitute will be hired to relieve teachers for professional development, to provide instructional support to students, and to provide common planning time for teachers during PLCs and data chat sessions to ensure our students make learning gains and close help close achievement gaps. | | | |
| | 6400 | 220-Social Security | 3221 - Charles Drew Elementary School | UniSIG | | \$383.00 |
| | | | Notes: Employee Social Security Benefits @7.65% for Substitutes. | | | |
| | 6400 | 240-Workers Compensation | 3221 - Charles Drew Elementary School | UniSIG | | \$91.00 |
| | | | Notes: Employee Worker's Compensation @1.82% for Substitutes | | | |
| | 6400 | 250-Unemployment Compensation | 3221 - Charles Drew Elementary School | UniSIG | | \$3.00 |
| | | | Notes: Unemployment Compensation @0.05% for Substitutes | | | |
| 4 | III.A. | Areas of Focus: Students With Disabilities | | | | \$0.00 |
| 5 | III.A. | Areas of Focus: ELL English Language Learners | | | | \$0.00 |
| 6 | III.A. | Areas of Focus: BLACK | | | | \$0.00 |
| 7 | III.A. | Areas of Focus: HISPANIC | | | | \$0.00 |
| 8 | III.A. | Areas of Focus: Economically Disadvantage | | | | \$0.00 |
| | | | | | Total: | \$268,042.50 |