Florida Agricultural and Mechanical University

Florida A&M University Developmental Research School

2019-20 Schoolwide Improvement Plan

Table of Contents

Florida A&M University Developmental Research School

400 W ORANGE AVE, Tallahassee, FL 32307

www.famudrs.org

Demographics

Principal: Pink Hightower

Start Date for this Principal: 8/14/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
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)	Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (44%) 2016-17: C (46%) 2015-16: B (54%) 2014-15: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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 FAMU Lab Sch 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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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)
Combination School KG-12	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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	B

School Board Approval

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SIP Authority

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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.

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 Florida A&M University's Developmental Research School (FAMU DRS) is to conduct research, demonstration, and evaluation of the management of teaching and learning. FAMU DRS will place curriculum emphasis on mathematics, science, technology, and foreign languages. FAMU DRS is committed to providing a quality education for students by promoting rigor and innovative strategies for teaching and learning.

In addition to providing other instruction in non-specialized courses, the DRS will foster educational opportunities that encourage each student to develop personal responsibility, respect for individual differences, and an inquiring mind so that each student will continue to learn, develop and apply skills to become a productive citizen in an ever-changing society.

Provide the school's vision statement.

The vision at Florida Agricultural and Mechanical University Developmental Research School is to prepare and motivate our students for a rapidly evolving digital world by instilling in them critical thinking skills, a global mindset, and a respect for core values. Students will prepare today to succeed for tomorrow.

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
Barnes, Zellee	Other	Curriculum Administrator, Grades 6-12
JERRY, RENEE	Teacher, ESE	ESE Director, K-12
Wiliams, Willie	Teacher, K-12	Secondary Science Teacher
Hightower, Pink	Principal	Secondary Principal
Swain, Genleah	Principal	Elementary Principal
Walker, Roger	Other	Middle School Faculty Administrator/District Activities Coordinator
Bernales, Cami	Other	Director of Elementary Curriculum and Discipline
Brock, Thomasina	Teacher, K-12	3rd Grade Teacher; Grades 3-5 Department Chairperson
Wilson, Vivian	Teacher, K-12	Secondary ELAR Teacher
Labissiere, Sheila	Other	Title I Coordinator
Johnson, Micheal	Other	Superintendent
		Patricia West Assistant Superintendent

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	41	45	50	38	57	40	47	64	54	46	41	47	32	602
Attendance below 90 percent	6	7	5	5	0	2	3	3	1	3	4	3	5	47
One or more suspensions	0	1	1	3	0	0	0	2	7	1	0	0	1	16
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	19	14	10	17	21	28	9	10	9	137

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	0	1	1	2	0	1	1	2	4	2	1	2	1	18

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	0	0	0	2	0	0	0	0	0	0	0	1	0	3
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	1	2

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

54

Date this data was collected or last updated

Monday 10/7/2019

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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	47%	0%	61%	39%	81%	57%
ELA Learning Gains	51%	0%	59%	44%	72%	57%
ELA Lowest 25th Percentile	54%	0%	54%	35%	63%	51%
Math Achievement	36%	0%	62%	38%	84%	58%
Math Learning Gains	30%	0%	59%	43%	76%	56%
Math Lowest 25th Percentile	35%	0%	52%	40%	63%	50%
Science Achievement	33%	0%	56%	27%	76%	53%
Social Studies Achievement	61%	0%	78%	65%	94%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	41 (0)	45 (0)	50 (0)	38 (0)	57 (0)	40 (0)	47 (0)	64 (0)	54 (0)	46 (0)	41 (0)	47 (0)	32 (0)	602 (0)
Attendance below 90 percent	6 ()	7 ()	5 ()	5 ()	0 ()	2 ()	3 ()	3 ()	1 ()	3 ()	4 ()	3 ()	5 ()	47 (0)
One or more suspensions	0 ()	1 (0)	1 (0)	3 (0)	0 (0)	0 (0)	0 (0)	2 (0)	7 (0)	1 (0)	0 (0)	0 (0)	1 (0)	16 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	19 (0)	14 (0)	10 (0)	17 (0)	21 (0)	28 (0)	9 (0)	10 (0)	9 (0)	137 (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	50%	50%	0%	58%	-8%
	2018	45%	45%	0%	57%	-12%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	54%	54%	0%	58%	-4%
	2018	36%	36%	0%	56%	-20%
Same Grade Comparison		18%				
Cohort Comparison		9%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	34%	34%	0%	56%	-22%
	2018	31%	31%	0%	55%	-24%
Same Grade Comparison		3%				
Cohort Comparison		-2%				
06	2019	52%	52%	0%	54%	-2%
	2018	41%	41%	0%	52%	-11%
Same Grade Comparison		11%				
Cohort Comparison		21%				
07	2019	43%	43%	0%	52%	-9%
	2018	42%	42%	0%	51%	-9%
Same Grade Comparison		1%				
Cohort Comparison		2%				
08	2019	41%	41%	0%	56%	-15%
	2018	38%	38%	0%	58%	-20%
Same Grade Comparison		3%				
Cohort Comparison		-1%				
09	2019	47%	47%	0%	55%	-8%
	2018	51%	51%	0%	53%	-2%
Same Grade Comparison		-4%				
Cohort Comparison		9%				
10	2019	51%	51%	0%	53%	-2%
	2018	34%	34%	0%	53%	-19%
Same Grade Comparison		17%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	45%	45%	0%	62%	-17%
	2018	57%	57%	0%	62%	-5%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	56%	56%	0%	64%	-8%
	2018	50%	50%	0%	62%	-12%
Same Grade Comparison		6%				
Cohort Comparison		-1%				
05	2019	40%	40%	0%	60%	-20%
	2018	46%	46%	0%	61%	-15%
Same Grade Comparison		-6%				
Cohort Comparison		-10%				
06	2019	43%	43%	0%	55%	-12%
	2018	34%	34%	0%	52%	-18%
Same Grade Comparison		9%				
Cohort Comparison		-3%				
07	2019	32%	32%	0%	54%	-22%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	23%	23%	0%	54%	-31%
Same Grade Comparison		9%				
Cohort Comparison		-2%				
08	2019	8%	8%	0%	46%	-38%
	2018					
Cohort Comparison		-15%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018	22%	22%	0%	55%	-33%
Cohort Comparison						
08	2019					
	2018	24%	24%	0%	50%	-26%
Cohort Comparison		-22%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	55%	55%	0%	67%	-12%
2018	38%	38%	0%	65%	-27%
Compare		17%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	58%	58%	0%	71%	-13%
2018	51%	51%	0%	71%	-20%
Compare		7%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	66%	66%	0%	70%	-4%
2018	81%	81%	0%	68%	13%
Compare		-15%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	31%	31%	0%	61%	-30%
2018	39%	39%	0%	62%	-23%
Compare		-8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	12%	12%	0%	57%	-45%
2018	20%	20%	0%	56%	-36%
Compare		-8%			

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	25	29	17	8	29	33					
BLK	46	51	54	35	30	33	32	61	33	94	18
HSP	64	60		57	33						
FRL	47	51	54	36	30	35	33	61	35	92	18

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	37	60		16	20						
BLK	40	42	45	37	28	26	25	67	37	92	42
FRL	41	42	46	38	29	27	26	65	37	85	45

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	6	14		7	33						
BLK	39	44	35	38	43	40	25	65	59	95	19
FRL	33	42	38	36	45	41	27	58	62	91	24

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)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

With 30% of students demonstrating gains, Math Learning Gains was the core academic data component which showed the lowest performance for the 2018-2019 school year. Overall, the three math data components (Gains, Low, Achievement) showed the lowest performance. Contributing factors include years of high turnover within the math department faculty and the death of a core math teacher during the school year. Though there was a sharp, steady downward trend for three years prior, last year's Math Learning Gains showed a one point increase, halting the downward trend.

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

With a 4% decline, Social Studies showed the greatest decline from the prior year. The primary factor contributing to this decline was a loss of direct instructional time in the U. S. History Course due to the impact of extracurricular activities.

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.

With a 27% gap, Math Learning Gains has the greatest gap when compared to the state average. Contributing factors include years of high turnover within the math department faculty, instructional shifts, and the death of a core math teacher during the school year. There has been a consistent downward trend over the past three years when comparing the Math Learning Gains to the state average.

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

With a 23% increase, Science showed the most improvement. We had a new and experienced Biology teacher who utilized instructional software and resources with fidelity, while incorporating differentiated instruction through data trends.

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

Awaiting Survey 8 EWS Data.

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

1. Math
2. ELA
3. Science
4. High School Acceleration
5. Middle School Acceleration

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math
Rationale	Consistently, math has been the lowest performing data component. Overall, the three math data components (Gains, Low, Achievement) showed the lowest performance throughout tested grade levels. Contributing factors include years of high turnover within the math department faculty and the death of a core math teacher during the school year. Though there was a sharp, steady downward trend for three years prior, last year's Math Learning Gains showed a one point increase, halting the downward trend.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, we will see a five percent (5%) increase in the three math data components (Gains, Low, Achievement) throughout tested grade levels as measured on the Florida Standards Assessment.
Person responsible for monitoring outcome	Pink Hightower (pink.hightower@famu.edu)
Evidence-based Strategy	FAMU DRS will utilize the following evidence-based strategies to address the district's K-12 deficiencies in the three math data components (Gains, Low, Achievement): 1. Incorporate technology-based instructional tools/resources with adaptive and predictive capabilities (Acaletics, STAR Math, NWEA) 2. Utilize data-driven instruction and decision-making (STAR Math, NWEA) 3. Increase opportunities for targeted instructional time in math (Intensive Math, Beyond the Bell)
Rationale for Evidence-based Strategy	1. Technology-based Instruction will be incorporated because A. Technology-based instruction will provide students with real-time instruction and feedback, while also simulating and providing practice for Florida Standards Assessment and State Standards expectations 2. Data-driven Instruction and Decision Making will be utilized because A. This strategy will provide baseline, mid-year, and end-of-the-year data so students may benefit from progress monitoring and appropriate/needed interventions may be identified and utilized appropriately and in a timely fashion. 3. Increased Opportunities for Instructional Time will be incorporated because A. Increased opportunities for instructional time will provide students with extra support and monitoring in math. 4. Increased number of Highly Qualified/Effective Teachers A. Increasing the number of highly qualified and effective teachers will provide students with the opportunity to garner instruction from teachers with increased pedagogical and content-based knowledge, who are also able to ensure standards are known and met.
Action Step	
Description	1. Acaletics - The Acaletics program will be utilized to enhance Grades 6-8 mathematics and Algebra 1 curriculum instruction. 2. STAR Math - The STAR Math program will be utilized to enhance and progress monitor the K-5 mathematics curriculum instruction. 3. Beyond the Bell, a Title I Initiative - The Beyond the Bell program will be utilized to provide students with additional math tutoring and instructional time after school. 4. NWEA - The NWEA program will be utilized to provide major data points to progress monitor K-12 math students and will be incorporated with Study Island to provide students

	with individualized, differentiated support. 5. Study Island - The Study Island program will be utilized as an additional instructional resource, progress monitoring tool, and differentiated instruction tool/resource.
Person Responsible	Pink Hightower (pink.hightower@famu.edu)

#2	
Title	ELA (English Language Arts)
Rationale	English has been a low performing data component. Though each of the English, Language Arts, and Reading (ELAR) data components (Achievement, Low, Gains) have shown a trend of steady increase over the past three years, it is consistently below the state average. Contributing factors include teachers' ability to support achievement in the areas of ELAR.
State the measurable outcome the school plans to achieve	Through the utilization and implementation of evidence-based strategies, by the end of the 2019-2020 school year, we will see a five percent (5%) increase in the three ELA data components (Gains, Low, Achievement) throughout tested grade levels as measured on the Florida Standards Assessment.
Person responsible for monitoring outcome	Pink Hightower (pink.hightower@famu.edu)
Evidence-based Strategy	FAMU DRS will utilize the following evidence-based strategies to address the district's K-12 deficiencies in the three ELA data components (Gains, Low, Achievement): 1. Targeted professional development and training for all ELAR teachers 2. Incorporate technology-based instructional tools/resources with adaptive and predictive capabilities (STAR Reading, NWEA, Study Island, FAIR) 3. Utilize data-driven instruction and decision-making (STAR Reading, NWEA, FAIR) 4. Increased opportunities for targeted instructional time in ELAR (Intensive Reading, Beyond the Bell)
Rationale for Evidence-based Strategy	1. With additional, targeted professional development and training, teachers will be better able to support student achievement in the areas of ELAR by having an understanding of proven strategies to teach ELAR standards. 2. Technology-based Instruction will be incorporated because A. Technology-based instruction will provide students with real-time instruction and feedback, while also simulating and providing practice for Florida Standards Assessment and State Standards expectations. 3. Data-driven Instruction and Decision Making will be utilized because A. This strategy will provide baseline, mid-year, and end-of-the-year data so students may benefit from progress monitoring and appropriate/needed interventions may be identified and utilized appropriately and in a timely fashion. 4. Increased Opportunities for Instructional Time will be incorporated because A. Increased opportunities for instructional time will provide students with extra support and monitoring in ELAR. 5. Increased Number of Highly Qualified/Effective Teachers A. Increasing the number of highly qualified and effective teachers will provide students with the opportunity to garner instruction from teachers with increased pedagogical and content-based knowledge, who are also able to ensure standards are known and met.
Action Step	
Description	1. Professional Development - Professional Development (The District Professional Development Plan and Beginning Teacher Program) will be utilized to provide teachers with instruction on and exposure to strategies, evidenced-based best practices, and tools/ resources designed to support their instruction, progress monitoring, assessment, and support of ELAR students.

	2. STAR Reading - The STAR Reading program will be utilized to enhance and progress monitor the K-5 reading curriculum instruction. Teachers and administrators will utilize STAR reports to incorporate interim progress monitoring and data chats related to students academic growth as measured by STAR learning data. 3. Beyond the Bell, a Title I Initiative - The Beyond the Bell program will be utilized to provide students with additional ELAR tutoring and instructional time after school. 4. NWEA - The NWEA program will be utilized to provide major data points to progress monitor K-12 ELAR students and will be incorporated with Study Island to provide students with individualized, differentiated support. NWEA will be administered three times a year (August/September, January, and April/May). Teachers and administrators have access to NWEA reports to incorporate interim progress monitoring and data chats related to students academic growth as measured by NWEA RIT scores and national percentile rankings. 5. Study Island - The Study Island program will be utilized as an additional instructional resource, progress monitoring tool, and differentiated instruction tool/resource. 6. Highly Qualified/Effective Teachers - Teacher recruitment fairs and a professional collaboration with the Florida Agricultural and Mechanical University College of Education will help identify and increase the number of highly qualified/effective teachers. Additionally Professional Learning Plans, Teacher Action Plans, and the District Professional Development Plan will be utilized to achieve an increase in professional growth and the attainment of certification requirements.
Person Responsible	Pink Hightower (pink.hightower@famu.edu)

#3	
Title	Science
Rationale	Consistently, science has been a low performing data component. Though there was a steady downward trend for three years prior, last year's Science Achievement/Proficiency showed a sharp 20 point increase, halting the downward trend. Contributing factors include years of high turnover/faculty movement within the science department and teachers' ability to support achievement in the area of science.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, we will see a five percent (5%) increase in the science achievement data component throughout tested grade levels and subject areas as measured on the Florida Standards Assessment.
Person responsible for monitoring outcome	Pink Hightower (pink.hightower@famu.edu)
Evidence-based Strategy	FAMU DRS will utilize the following evidence-based strategies to address the district's K-12 deficiencies in the science data component: 1. Targeted professional development and training for all science teachers 2. Incorporate technology-based instructional tools/resources with adaptive and predictive capabilities (NWEA, Study Island) 3. Utilize data-driven instruction and decision-making (NWEA, Study Island) 4. Increased opportunities for targeted instructional time in science (Beyond the Bell)
Rationale for Evidence-based Strategy	1. With additional, targeted professional development and training, teachers will be better able to support student achievement in science by having an understanding of proven strategies to teach science standards. 2. Technology-based Instruction will be incorporated because A. Technology-based instruction will provide students with real-time instruction and feedback, while also simulating and providing practice for Florida Standards Assessment and State Standards expectations. 3. Data-driven Instruction and Decision Making will be utilized because A. This strategy will provide baseline, mid-year, and end-of-the-year data so students may benefit from progress monitoring and appropriate/needed interventions may be identified and utilized appropriately and in a timely fashion. 4. Increased Opportunities for Instructional Time will be incorporated because A. Increased opportunities for instructional time will provide students with extra support and monitoring in science.
Action Step	
Description	1. Professional Development - Professional Development (The District Professional Development Plan and Beginning Teacher Program) will be utilized to provide teachers with instruction on and exposure to strategies, evidenced-based best practices, and tools/resources designed to support their instruction, progress monitoring, assessment, and support of science students. 2. Beyond the Bell, a Title I Initiative - The Beyond the Bell program will be utilized to provide students with additional science tutoring and instructional time after school. 3. NWEA - The NWEA program will be utilized to provide major data points to progress monitor K-12 science students and will be incorporated with Study Island to provide students with individualized, differentiated support.

	4. Study Island - The Study Island program will be utilized as an additional instructional resource, progress monitoring tool, and differentiated instruction tool/resource.
Person Responsible	Pink Hightower (pink.hightower@famu.edu)

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).

1. High School Acceleration
By the end of the 2019-2020 school year, at least 50% of the Grade 12 students (cohort graduating May 2020) will demonstrate college and career readiness (high school acceleration) by successfully completing at least one dual enrollment course (FAMU or Lively Technical College) with a grade of "C" or better or by successfully earning a CAPE Industry Certification.

1A. FAMU DRS has signed an articulation agreement with FAMU to allow FAMU DRS students the opportunity to participate in dual enrollment courses.

1B. FAMU DRS has signed an articulation agreement with Lively Technical College to allow FAMU DRS students the opportunity to participate in dual enrollment courses and earn CAPE Industry Certifications.

1C. FAMU DRS is entering into a partnership with the FAMU Center for Public Computing and Workforce Development CWD Online Course Program to afford FAMU DRS students the opportunity to complete online courses leading to the attainment of CAPE Industry Certifications.

2. Middle School Acceleration
By the end of the 2019-2020 school year, at least 40% of the Grade 7 and Grade 8 students taking the Algebra 1 EOC or Geometry EOC (and taking either class for high school credit) will demonstrate middle school acceleration by successfully completing the course in which they are enrolled with a grade of "C" or better or by successfully earning a CAPE Industry Certification.

2A. Grade 7 and Grade 8 students will have increased opportunities for targeted instructional time in math through the Beyond the Bell After School Program, a Title I Initiative.

2B. Grade 7 and Grade 8 students will have the opportunity to earn CAPE Industry Certification through the STREAM Robotics Program and CTE After School Academies.

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.

FAMU DRS has a process to build and sustain partnership with the community. The school has an active Parent Teacher Association (PTA), where parents volunteer at the school weekly. Parents are a vital part

of the school and help to provide the bridge between home and school. A large number of parents serve as boosters for various athletic teams, assisting with fundraising and support of their students, and the school weekly. Parents receive communication about school events via the school's website (famudrs.org), email, school electronic marquee and school personnel. The faculty and staff have a strong working relationship with Florida A& M University. A large majority of the staff are alumnus of the University and the relationships are very strong and supportive. Community support is evidence through volunteering, school supply donations, academic presentations and attendance at school events. Additionally, as a Lab school, student interns and observers are assigned to the school as a part of their required field work for graduation.

The Superintendent and principals, each have an open door policy which lends itself to a warm and welcoming environment for community stakeholders. The superintendent and each principal may be reached at 850.412.5930.

Historically, the school has a rich legacy and is an integral part of the local community. Many of the teachers, staff, and some of the administrators are from the Tallahassee and surrounding communities. They were reared in the area, have their families in the community, and have continued to contribute in a positive manner to the community. These individuals have strong community ties and bonds. It is through these interactions and conversations with all stakeholders relationships are nurtured, maintained and sustained. Events at the school and in the community are combined, fostering a wholistic sense of pride and respect for the school.

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.

There are multiple programs of support students to address the social-emotional needs of students. The school employs two guidance counselors and a full-time certified Social Worker. The district also contracts with a licensed Mental Health Counselor to assist students with mental health and social-emotional needs.

Part of each individual's responsibility is to provide support and services for students who need the extra social and or emotional support. The guidance counselors and Social Worker also recommend and seek help from local agencies such as the Bond Community Health Center. We also have established a mentoring program with FAMU students who help support teachers and students with academics and moral support. Our MTTS program is infused throughout the school programs and activities to help with students every day operations. FAMU DRS provides a multitude of extracurricular activities that help students explore a variety of interest.

Elementary students are met at their designated drop off point and are greeted at the gate of the school by staff members. Elementary staff are posted in the cafeteria to greet all students providing supervision and oversight of all elementary students. Throughout the campus, middle school and high school staff members are positioned to provide supervision for students in grades 9-12. The overarching goal is to provide an atmosphere of safety and security for all students.

During the school day, students are encouraged and able to report any issues which have occurred to administrators, staff, or counselors. Teachers monitor their classrooms and report any issues that have occurred in or outside of the classroom setting. Administrators and staff monitor departure areas and report any issues that occur during dismissal.

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

Each spring, FAMU DRS conducts kindergarten screenings. During this time, parents are assisted with completing required registration forms. Students also participate in a kindergarten readiness assessment along with speech and language screenings. FAMU DRS conducts parent grade level meetings twice a year. During these meetings parents are provided with the course of study, graduation requirements, and deadlines for ACT/SAT assessments. Parents are provided with the state of Florida's graduation plan based upon the grade level for each cohort. Follow-up information is provided to parents and students via the school's website (famudrs.org), individual meetings with the school's guidance counselor if requested and grade level meetings. The guidance department provides each student with course request forms giving them an opportunity to select courses that they would like to enroll in. Individual advising of students and parents is provided by our guidance counselor.

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.

FAMU DRS uses Title I funds to implement comprehensive strategies that addresses the needs of all students and to improve the educational programs for the the school with a direct focus on our most academically at risk students. Title I funds also supplement the school's academic programs, providing additional technology, instructional programs, personnel, professional development, parent involvement activities, and opportunities for data analysis and review. Through Title I funds, FAMU DRS offers After School and Saturday Academies. Students are offered extended learning activities to improve their mastery of standards in Reading, Math, Writing, and Science.

21st Century S.M.A.R.T. Academies
FAMU DRS also offers DRS students extended learning and academic enrichment programs through the 21st Century S.M.A.R.T. Academies. S.M.A.R.T. Academies is offered after school and during the summer. They help students with homework completion as well.

McKinney-Vento Homeless Education Act
If the student is deemed to be homelessness, then Ms. Renee Jerry, McKinney- Vento Act/Homeless Coordinator, works diligently with the parent to make sure students receive what they need to be successful at FAMU DRS.

National School Lunch Program
FAMU DRS participates in the Department of Agriculture National Lunch Program. Daily, all students at FAMU DRS receives free hot breakfasts, hot lunches, and nutritious snacks.

Safe Schools
FAMU DRS is allocated for a School Resource Officer. The SRO trains administrators, teachers,and staff on school safety. He also assures administrators, teachers, and staff trained annually on child abuse. The SRO also presents twice a year a bullying presentation to students. FAMU DRS has also hired additional (3) School Safety Monitors to assist in the daily safety of the school campus.

To promote academics, several strategies such as tutorial services, teaming/cooperative planning, and staff development are utilized. Other academic components may include adjustment for classroom characteristics, program monitoring, and administrative support.

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

FAMU DRS offers College & Career Readiness classes as part of the curriculum beginning in the eighth grade. College representatives periodically make classroom presentations. Students have access to information regarding Grade Point average requirements and different academic programs from these classes, and college representatives. Information about different career choices and career development is provided. Opportunities are provided to students to visit colleges and universities throughout the school year in the state of Florida. Elementary students participate in college/career fairs so they may have exposure to the world of work. Students in middle school are offered computer and career planning courses. High school students are offered academic support through similar classes and after school sessions. Students learn study skills and test taking strategies to help with passing the ACT and SAT.

FAMU DRS offers Agri-Science Foundations/Food Science Certification and Administrative Office Specialist Certification for students in grades 9-12. Students may earn ServSafe and Agriculture Associates Certifications in the Agri-Science Foundation/Food Science Program and Microsoft Office Specialist (MOS) Certification(s) in the Administrative Office Specialist Program.

Students who qualify may dually enroll in college courses at FAMU and Lively Technical College. As a part of FAMU DRS Program of study, honor level courses are offered in Language Arts, Math, Science, and Social Studies. Tutorial sessions in ACT/SAT are offered in the fall and spring for juniors and seniors. The PSAT was administered to all eighth and tenth grade students to help determine college readiness. The PERT assessment will be given in the spring to all eleventh and twelfth grade students who did not make acceptable scores for college.

Our guidance counselor meets with students and parents to provide individual counseling sessions. Parent meetings are held for students in grades 9-12 sharing with parents valuable information regarding graduation and their role in this process.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Math**				**$37,965.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3374	519-Technology-Related Supplies	0351 - Florida A&M University Developmental Research	Title, I Part A	0.0	$12,465.00
			Notes: Acaletics Mathematics Technology Program for Grades 6-8			
	3374	519-Technology-Related Supplies	0351 - Florida A&M University Developmental Research	General Fund	0.0	$10,000.00
			Notes: STAR Mathematics Technology Program for Grades 3-5			
	3374	519-Technology-Related Supplies	0351 - Florida A&M University Developmental Research	General Fund	0.0	$8,000.00
			Notes: Study Island for Math Supplement and Enhancement for Grades K-12			

	3374	120-Classroom Teachers	0351 - Florida A&M University Developmental Research	Title, I Part A	0.3	$7,500.00
			Notes: Math tutoring through FAMU DRS Beyond the Bell Afterschool Tutoring Program.			
2	**III.A.**	**Areas of Focus: ELA (English Language Arts)**				**$50,339.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3374	519-Technology-Related Supplies	0351 - Florida A&M University Developmental Research	Other	0.0	$13,839.00
			Notes: Into Reading/ Houghton Mifflin Harcourt Reading Program for Grades K-5			
	3374	519-Technology-Related Supplies	0351 - Florida A&M University Developmental Research	General Fund	0.0	$15,000.00
			Notes: Study Island for ELA Supplement and Enhancement for Grades 6-12			
	6000	130-Other Certified Instructional Personnel	0351 - Florida A&M University Developmental Research	Title, I Part A	0.5	$14,000.00
			Notes: Academic Interventionist for Reading Strategies K-5			
	3374	130-Other Certified Instructional Personnel	0351 - Florida A&M University Developmental Research	Title, I Part A	0.3	$7,500.00
			Notes: ELA tutoring through FAMU DRS Beyond the Bell Afterschool Tutoring Program.			
3	**III.A.**	**Areas of Focus: Science**				**$6,934.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3374	500-Materials and Supplies	0351 - Florida A&M University Developmental Research	Title IV	0.0	$2,500.00
			Notes: Science Materials for hands-on demonstration in Science (S) and Technology, Engineering and Math (TEM)- Maker Space			
	3374	500-Materials and Supplies	0351 - Florida A&M University Developmental Research	Title, I Part A	0.0	$4,434.00
			Notes: Performance Coach Supplemental Materials for Science 3-10 for academic improvement			
					Total:	**$100,000.00**