

Broward County Public Schools

Charles Drew Elementary School



2020-21 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: 10/7/2007

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Charles Drew Elementary School

1000 NW 31ST AVE, Pompano Beach, FL 33069

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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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 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, position title, and job duties/responsibilities 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 reports due. 5. Participate fully in all professional development opportunities provided by the District, Cadre as it relates to

Name	Title	Job Duties and Responsibilities
		<p>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>
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 Mlcro 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>
Killinger , Meagan	Instructional Coach	<p>Primary Reading Coach for Primary KG-3rd. The primary Reading Coach 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 KG-5 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 Phonics Word Study & FOUNDATIONS implementation plan; Identifies the resources to work with the "targeted 3rd graders" to ensure that they meet proficiency; member/cases manager on the RTI/MTSS team for scholars whose academic areas of concern are reading; 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. The primary Reading Coach will oversee the implementation of the TLAC (Teach Like a Champion) strategies that will be implemented school wide and manage/oversee the KG-3 ELA-Literacy Instructional materials</p>
Sylvestre, Marlie	Instructional Coach	<p>The Science Coach is responsible for monitoring the KG-5th School wide Science Plan. The Science Coach will support the teachers with the implementation of the Science standards, aligning instruction and activities to meet the rigor and depth of the standards, provide ongoing feedback/analysis of student work; Coordinate and Oversee the 5th Grade Enrichment Groups;</p>

Name	Title	Job Duties and Responsibilities
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Model the use of 5E model; Monitors students weekly/monthly formative assessments. The Science Coach will represent the school on the various District Coach forums and PLCs. The Science Coach works closely with Cadre 8 District Science Facilitator to ensure that instruction is in alignment within the Cadre and within the District. The Science Coach will also work as the Magnet Coordinator to assist with recruiting and highlighting our STEM magnet program. The Science Coach will be responsible for establishing a schedule for teachers to utilize the Science Lab to help with the facilitation of Science Lab.

Demographic Information

Principal start date

Sunday 10/7/2007, Kicia Johnson Daniel

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

27

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	85	99	94	88	80	82	0	0	0	0	0	0	0	528
Attendance below 90 percent	22	28	23	20	17	11	0	0	0	0	0	0	0	121
One or more suspensions	0	0	1	6	2	0	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	1	4	1	0	0	0	0	0	0	0	0	6

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	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	8	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Monday 6/1/2020

Prior Year - As Reported

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	
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	

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	
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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						
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
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 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 areas of mathematics showed the greatest decline of 38% from the prior school year. The factors that contributed to the decline are: (1) Inconsistent rigorous and relevant instruction; (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 scholars had the greatest gap in achievement when compared to the state's average in ELA and Mathematics. the factors that contributed to this gap are: Displacement of the classroom teacher; Inconsistent support provided to the Lowest 25% scholars in Fifth Grade; Inconsistent remediation support that was aligned to the students' needs, lack of instructional support provided 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 overall ELA Achievement showed the greatest improvement of 9%. The Third Grade reading proficiency increased by 10% and 17% in Fourth Grade. The new actions that contributed to the improvement in this area: (1) walk to read model in Third Grade; (2) Primary Literacy Coach facilitated enrichment groups; (3) Standards based remediation groups.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

- (1) The number of students demonstrating a Level 1 in ELA and Mathematics on the 2019 FSA.
- (2) One or more of the ESSA subgroups scoring below the 41% Federal Index.

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

1. High Quality Instruction (Tier I)
2. Data Driven Decision Making
3. Targeted support for: Lowest Quartile
4. Targeted support for: ESSA Subgroups
5. Instructional Coaches as critical levers in improving student achievement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Small group instruction is essential to ensuring that the teacher is able to reinforce or reteach specific skills and concepts taught in whole-group in a smaller group setting. If utilized effectively, teachers are able to identify gaps in students understanding of learning targets and immediately remediate during this time. In addition, teacher are also able to differentiate the instruction to meet the students' needs and learning styles. While small group instruction is critical to students' progression of learning of grade-level material, it often lacks structure and rigor for many of our teachers. This is evidenced by documented classroom walkthroughs and informal assessments such as student work product and journals.

Measurable Outcome: By May 2021, overall student achievement will increase by 5% in ELA and 10% in Mathematics as demonstrated on the FSA.

Person responsible for monitoring outcome: Keandra Fulton (keandra.fulton@browardschools.com)

Evidence-based Strategy: Teachers identified as beginning or developing in their understanding of small group instruction will receive professional development in small group instruction through the Elementary Learning Department and coaching support from a school-based instructional coach.

Rationale for Evidence-based Strategy: This strategy was selected because many teachers are not sure what to do in small group or even how to group students. Once all teachers have a strong foundation of small group instruction, school-based coaches can further develop teachers understanding of effective small group instruction that will increase student achievement.

Action Steps to Implement

Teaches will attend required small group professional development
 Teachers will plan small group instruction with their team and instructional coach weekly.
 Administration will monitor use of small group instructional plans through walkthroughs

Person Responsible Aquilla McDaniel (aquilla.mcdaniel@browardschools.com)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Focus Description and Rationale: Based on the 2019 FSA data, the overall Federal Index of all students at Charles R. Drew Elementary was 36%, resulting in, none of the five ESSA subgroups meeting the required Federal Index of 41%.

Measurable Outcome: By May 2021, the overall Federal Index of all students represented in the various ESSA categories will increase by 5% as demonstrated on the FSA 2021.

Person responsible for monitoring outcome: Aquilla McDaniel (aquilla.mcdaniel@browardschools.com)

Evidence-based Strategy: Direct Instruction is an evidenced based teaching method that has an effect size of .60. In general usage, the term direct instruction refers to (1) instructional approaches that are structured, sequenced, and led by teachers, and/or (2) the presentation of academic content to students by teachers, such as in a small group and or demonstration.

Rationale for Evidence-based Strategy: Direct Instruction was selected because it has an effect size of .60. In addition, Direct instruction demonstrate the power of stating the learning intentions and success criteria up front and then engaging scholars in movign towards these. It is important for the teacher to have a clear idea of what specifically the scholar should be able to do/understand/care about as it relates to the lesson. The students are informed as well. This strategy will be very useful in helping the students in the ESSA groups with understanding the goals of the lesson and working toward them.

Action Steps to Implement

1. Instructional Coach will prepare a Direct Instruction professional development.
2. All teachers in grades KG-5 will participate in the Direct Instructional PD.
3. The teachers will embed this strategy in their delivery of instruction during small group and or by the reading interventionist.
4. The Instructional Coach will establish DI Look Fors and use it as a guide for monitoring the implementation and impact of the DI strategy.
5. Quarterly professional development will be conducted to continue the growth and implementation of Direct Instruction.
6. The ESSA groups data will be monitored to determine the impact of this strategy.

Person Responsible: Aquilla McDaniel (aquilla.mcdaniel@browardschools.com)

#3. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale: Based on the 2019 FSA data, Charles R. Drew Elementary Lowest Quartile scholars dropped significantly in ELA (-18) & Math Learning gains (-38), Math (-16) & Science(-8) overall proficiency dropped, resulting in an overall drop of 10% decreasing the school grade percent to 34% equaling a letter grade of D.

Measurable Outcome: By May 2021, the overall student achievement in Mathematics will increase by 15% and 20% in Mathematics Learning gains as demonstrated on the FSA.

Person responsible for monitoring outcome: Angeline Flowers (angeline.flowers@browardschools.com)

Evidence-based Strategy: Feedback has an effect size of .70, therefore the Administration will work with the Instructional Coaches on providing feedback to the teachers in a timely manner. Feedback will be provided but not limited to Individual conferences, grade level conversations, parental, and during RTI meetings.

Rationale for Evidence-based Strategy: The rationale for selecting FEEDBACK is that it can be used with the Instructional Coaches to guide them with their work of improving teaching and learning and the Instructional Coaches can utilize feedback when working with students and staff.

Action Steps to Implement

1. Instructional Coaches will participate in a PD on teh School wide expectations of Coaching.
2. Instructional Coaches will participate in ongoing DDI professional development on how to use data to drive conversations and feedback with teachers and students.
3. Instructional Coaches will participate in weekly ILT meetings in which time will be designated to providing feedback (what does it look like, what does it NOT look like).
4. Instructional Coaches will record at least one feedback session per quarter for feedback from Administration.
5. Instructional Coaches will utilize the various tools that they've been trained on in the credentialing program as a resource for planning for conversations with staff.
6. Monitor quarterly the impact/evidence of feedback.

Person Responsible Angeline Flowers (angeline.flowers@browardschools.com)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: Based on the 2019 FSA data, Charles R. Drew Elementary Lowest Quartile scholars dropped significantly in ELA (-18) & Math Learning gains (-38), Math (-16) & Science(-8) overall proficiency dropped, resulting in an overall drop of 10% decreasing the school grade percent to 34% equaling a letter grade of D.

Measurable Outcome: By May 2021, the overall student achievement in Mathematics will increase by 15% and 20% in Mathematics Learning gains as demonstrated on the FSA.

Person responsible for monitoring outcome: Angeline Flowers (angeline.flowers@browardschools.com)

Evidence-based Strategy: Data driven instruction is a systematic comprehensive framework that includes evidence based strategies, that are used in determining how scholars are learning (Problem-solving teaching .68), if they're not, what do we do about it (feedback .70), and the impact of the intervention (Response to intervention 1.29).

Rationale for Evidence-based Strategy: Data driven instruction depends on four areas: Assessment (Feedback), Analysis (Problem solving - teaching); Action (Response to Intervention); System that has procedures to ensure that leadership is managing the accountability systems and making decisions that are based on data.

Action Steps to Implement

1. Leadership team will do a book study on Leverage Leadership and Driven by Data.
2. Leadership team members will be assigned a specific ESSA group to monitor their ongoing data.
3. Ongoing professional development will be provided to staff on DDI.
4. School wide procedures will be established on how data will be used and the procedures and expectations for using the data.
5. School will implement a school wide DATA protocol to ensure that everyone is focused on the right work.
6. Quarterly analysis will be conducted on the school wide DDI process.
7. Instructional Coaches will meet weekly to review and discuss various data points

Person Responsible: Angeline Flowers (angeline.flowers@browardschools.com)

#5. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: In order for student achievement to increase, students must have continuous access to high-quality standards-based Tier I instruction. In the area of language arts/literacy, this means all students must be provided effective reading and writing instruction that includes a focus on grade-level oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing to build their level of proficiency. In the area of math, the focus of instruction in all grade levels should be on building conceptual understanding, developing students’ procedural fluency, and promoting higher-level thinking skills through meaningful problem-solving investigations. This area of focus was identified based on the results of the Benchmark Assessment System (BAS), Florida Standards Assessment (FSA), Broward Standards Assessment (BSA), documented classroom observations and various formative classroom assessments.

Measurable Outcome: By May 2021, overall student achievement will increase by 5% in ELA and 10% in Mathematics as demonstrated on the FSA.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Charles R. Drew is a participant in the Broward Uncommon Schools Turnaround initiative. This initiative was designed with an equity framework and serves to leverage the highest quality of professional learning and teacher development with on the job application of evidence-based high-quality instructional strategies and Tier I instruction lesson planning. In addition, the teachers will use the Teach Like a Champion Instructional strategies to check for understanding, set high academic expectations, structure the learning environment, pace the lessons, ensure students are engaged in learning and establish a classroom culture the supports all scholars.

Rationale for Evidence-based Strategy: This strategy was selected because the Broward Uncommon Schools Turnaround initiative is a collaborative partnership between Teacher Professional Learning and Growth (TPLG), the Office of School Performance and Accountability (OSPA) and various high-needs schools. These departments are tasked with ensuring that expected program outcomes of increased student achievement in Literacy and Mathematics are met. The TLAC strategies have been proven and tested as successful tools for maximizing the learning of the scholars and helping the teachers facilitate a high engaged learning environment.

Action Steps to Implement

- Teachers will attend all required professional development
- Teachers will use prescribed Uncommon Lesson Plans
- Administration will monitor use of Uncommon Lesson Plans
- Teachers will participate in TLAC strategies training.

Person Responsible Meagan Killinger (meaganlouise.killinger@browardschools.com)

Teacher will utilize the ACALETICS instructional materials to enhance mathematical instruction by providing Tier I standards-based math instruction that’s aligned to each grade level's standards.

Person Responsible Chedline Alincy (chedline.alincy@browardschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In addition to the stated Areas of Focus, the leadership team will continue to ensure that all school-wide improvement priorities are being implemented, monitored, and reviewed on a continuous basis. Each Coach will be responsible for sharing updates weekly at the leadership team meetings on the progress of the areas that they're responsible for monitoring. In addition, at every faculty meeting the SIP will be reviewed and highlighted to ensure that the plan is a true and living document.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Charles R. Drew Elementary Magnet School incorporates a variety of strategies to build relationships with 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): Individual and small group counseling based on students' needs (i.e., homeless, incarcerated parents, deceased parents, parents on drugs, displaced and or living in foster care, etc.); Cool Girls Mentoring club (Grades 3-5); Men of Class Mentoring group (3-5); Tiger Cub listeners (peer mentors); Bully Box; celebrating diversity through the various months.

In addition, Conducting our Annual Open House, monthly School Advisory Council meetings, monthly School Advisory Forum meetings, inviting parents to participate in the RTI meetings, inviting parents to volunteer for field trips, and requiring teachers to conduct two face-to-face conferences with each scholar's family.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$90,255.75
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	3221 - Charles Drew Elementary School	UniSIG	1.0	\$57,540.00

			<i>Notes: Teacher Resource/Interventionist - The Teacher Resource/Interventionist will work directly to support students in small groups specifically working on their reading skills and standards. Position to begin September 1, 2020.</i>			
5100	210-Retirement	3221 - Charles Drew Elementary School	UniSIG		\$5,350.75	
			<i>Notes: Fringe: Retirement: 1 teacher</i>			
5100	510-Supplies	3221 - Charles Drew Elementary School	UniSIG		\$1,500.00	
			<i>Notes: Purchase - 500 @ \$3.00 6x9 1/2 spiral journals to be utilized as iReady Math journals for students in Grades 1-5</i>			
5100	220-Social Security	3221 - Charles Drew Elementary School	UniSIG		\$7,170.00	
			<i>Notes: Fringe: Social Security: 1 teacher, ELO Stipends</i>			
5100	230-Group Insurance	3221 - Charles Drew Elementary School	UniSIG		\$8,295.00	
			<i>Notes: Fringe: Health Insurance: 1 teacher</i>			
5100	240-Workers Compensation	3221 - Charles Drew Elementary School	UniSIG		\$2,065.00	
			<i>Notes: Fringe: Worker's compensation: 1 teacher, ELO Stipends</i>			
5100	250-Unemployment Compensation	3221 - Charles Drew Elementary School	UniSIG		\$120.00	
			<i>Notes: Fringe: Unemployment: 1 teacher, ELO Stipends</i>			
5100	510-Supplies	3221 - Charles Drew Elementary School	UniSIG		\$8,215.00	
			<i>Notes: Student materials from Lakeshore Learning - composition books (first, classic, primary, picture-story), magnetic letters kits, red baseline ruled newsprint (grades 1-2). Materials for Phonics Word Study direct instruction lesson. The Magnet letters will allow the teacher and students to manipulate the letters to formulate words and reinforce the phonics and phonemic awareness fluency.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$28,670.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
5100	369-Technology-Related Rentals	3221 - Charles Drew Elementary School	UniSIG		\$3,295.00	
			<i>Notes: Purchase site license from Explore Learning Reflex to provide differentiated support to all ESSA subgroups specifically with establishing fluency of the K-5 mathematics standards. License term date cannot extend past August 31, 2021.</i>			
5100	510-Supplies	3221 - Charles Drew Elementary School	UniSIG		\$2,365.00	
			<i>Notes: Purchase instructional materials from J&J Educational Bootcamp to help students improve in the Science Standards. Specifically providing students with a platform to that provides hands on experiences that connect to the real world. Science Bootcamp Speed Bag Student Booklets - Grade 5 (4 @ \$350 = \$1400.00)</i>			
5100	120-Classroom Teachers	3221 - Charles Drew Elementary School	UniSIG		\$23,010.00	
			<i>Notes: ELO stipends for ten teachers for ELA/MATH Extended Learning Opportunity Camps and/or Virtual Camps. Camps will be offered from October to April during the 2020-21 school year. The camps will provide remediation and enrichment to small groups of students in Grades 2-5 targeting the needs of each ESSA group represented within the school. Teachers will identify student groupings based on progress monitoring data, disaggregate data to ensure assignments are standards based and communicate with parents concerning student</i>			

						<p><i>progress and/or additional supports needed. Stipends will be paid at \$30/hour. - ELO Student Camp Time: 2 hours/week x 26 weeks = 52 hours - ELO Student Camp Stipends: 13 teachers x 52 hours x \$30 stipend = \$20,280 - ELO Planning Time: 1 hour/month x 7 months = 7 hours - ELO Planning Stipends: 13 teachers x 7 hours x \$30 stipend = \$2,730 - Total ELO Camp Request: \$20,280 + \$2,730 = \$23,010</i></p>
3	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching				\$9,913.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	310-Professional and Technical Services	3221 - Charles Drew Elementary School	UniSIG		\$7,500.00
						<p><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 and students are engaged as designed. PD sessions shall not exceed \$3,000/day. - Onsite Professional Development - 4 sessions at \$1,875 per session</i></p>
	5100	510-Supplies	3221 - Charles Drew Elementary School	UniSIG		\$1,563.00
						<p><i>Notes: Office Depot- Purchase office supplies- pencils, folders, colored paper, pens, envelopes, Anchor Charts, etc.</i></p>
	6400	510-Supplies	3221 - Charles Drew Elementary School	UniSIG		\$850.00
						<p><i>Notes: Purchase 35 copies of the Distance Learning Playbook for teachers and administrators. The Distant Learning Playbook is an essential hands-on guide to preparing and delivering distance learning experiences that are truly effective and meaningful. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, grading, this comprehensive playbook details research-based strategies teachers will need to deliver high-impact learning online and virtual.</i></p>
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems				\$42,240.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	120-Classroom Teachers	3221 - Charles Drew Elementary School	UniSIG		\$36,000.00
						<p><i>Notes: Provide stipends for forty (PK-5) teachers to engage in professional development throughout the 2020-21 school year and during pre-planning. The professional development will consist of various learning opportunities to include standards-based instruction in ELA and Math. Teachers will be paid a stipend of \$30/hour for a total of thirty hours per teacher. - PD Stipends: 40 teachers x 30 hours x \$30 stipend = \$36,000</i></p>
	6400	220-Social Security	3221 - Charles Drew Elementary School	UniSIG		\$2,987.00
						<p><i>Notes: Fringe: Social Security: PD Stipends</i></p>
	6400	240-Workers Compensation	3221 - Charles Drew Elementary School	UniSIG		\$832.00
						<p><i>Notes: Fringe: Worker's compensation: PD Stipends</i></p>
	6400	250-Unemployment Compensation	3221 - Charles Drew Elementary School	UniSIG		\$21.00
						<p><i>Notes: Fringe: Unemployment: PD Stipends</i></p>
	6400	130-Other Certified Instructional Personnel	3221 - Charles Drew Elementary School	UniSIG		\$2,400.00
						<p><i>Notes: The Instructional Coaches will be responsible for developing and organizing the PD based on current data of the teachers and scholars' needs and developing a timeline of strategy/skill implementation. They will also provide hands-on experiences that the teachers can implement immediately. Will monitor all ongoing support in the area of professional</i></p>

		<i>development for the teachers. Stipends for each coach not to exceed 30 hours and no more than 3 hour trainings. PD Stipends: 2 coaches x 30 hours x \$40 stipend = \$2,400</i>				
5	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$54,095.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	644-Computer Hardware Non-Capitalized	3221 - Charles Drew Elementary School	UniSIG		\$20,665.00
		<i>Notes: Purchase 87 Lenovo 300e 2nd gen Touch laptops (87 @ \$229.00 = \$19,923.00). Delivery & Deployment (87 @ \$8.50 = \$739.50). The additional devices will provide all scholars in grades K-2 with equitable access to online learning resources in the Hybrid learning environment. Current District policy is one laptop for every 2.5 students; purchase of these additional laptops will move the school closer to 1:1 student/laptop ratio.</i>				
	5100	519-Technology-Related Supplies	3221 - Charles Drew Elementary School	UniSIG		\$1,565.00
		<i>Notes: Purchase 400 @ \$3.69 student headphones. The headphones will be used by all grades and will allow each student to experience their tailored instruction without disturbing their peers. Utilizing headphones is essential to helping the students increase their pass rate in the areas of phonics and phonemic awareness.</i>				
	5100	519-Technology-Related Supplies	3221 - Charles Drew Elementary School	UniSIG		\$875.00
		<i>Notes: Purchase 25 @ \$35.00 Lenovo 45W Standard AC Adapter to replace missing and broken adapters. The adapters will allow the scholars to engage in their online learning without the worry of battery going dead and not having an adequate charger to continue learning. The adapters will allow the scholars to participate in online learning up to eight or more hours.</i>				
	5100	510-Supplies	3221 - Charles Drew Elementary School	UniSIG		\$27,740.00
		<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. - Grade 3 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2), Common Core Modeling (Bk 1-2)</i>				
	5100	510-Supplies	3221 - Charles Drew Elementary School	UniSIG		\$3,250.00
		<i>Notes: Purchase book bundles (set of 10 books) from Scholastic Education for students in Grade 5 to support the development of balanced literacy libraries and create a home to school connection during e-learning. My Books Bundles includes Journals and Think Sheets that invite kids to express ideas, think about and rate the books they've read, and share books with peers and family members. The teacher can elect to distribute the books in a variety of ways—in packs or via student self-selection. These bundles will be used to ensure that intermediate readers in Grade 5 have access to books and support to guide their reading development in the home. Each Book Bundle pack - fiction, informational, and/or specialty titles (including STEM and others) - includes: - For each book: a corresponding two-sided Think Sheet of book-specific writing activities, comprehension questions, and other text-based response activities - For each student: a Reading Journal for recording text-based responses and for tracking and rating books read - For each student: colored pencils to inspire creativity and imagination in the student journal Book bundles will be distributed from school campus during designated period in the Fall and Spring semesters. - Grade 5: 77 bundles @ \$39.95</i>				
					Total:	\$225,173.75