Florida Agricultural and Mechanical University

Florida A&M University Developmental Research School

2020-21 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: 8/31/2020

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
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)	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%)
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)	2019-20 Title I School	2019-20 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	2019-20	2018-19	2017-18	2016-17
Grade	I	C	C	C

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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, position title, and job duties/responsibilities 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
Wilson, Vivian	Teacher, K-12	Secondary ELAR Teacher
Labissiere, Sheila	Other	Title I Coordinator
Johnson, Micheal	Other	Superintendent
		Patricia West Assistant Superintendent
Brock, Thomasina	Teacher, K-12	

Demographic Information

Principal start date

Monday 8/31/2020, Pink Hightower

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.*

0

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.*

0

Total number of teacher positions allocated to the school

47

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	TS&I
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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	50	35	46	47	48	50	51	48	65	44	45	44	50	623
Attendance below 90 percent	16	6	13	17	11	11	18	5	11	3	6	5	9	131
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	2	14	5	0	0	1	0	0	22
Course failure in Math	0	0	0	3	5	3	2	1	3	4	0	0	4	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	10	11	7	9	10	10	8	5	70
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	19	9	6	16	10	27	24	11	122

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	2	3	14	16	6	9	9	10	9	6	84

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	1	3	0	1	0	2	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 10/30/2020

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	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

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	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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(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	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%				
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%
	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						

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
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	44
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	480
Total Components for the Federal Index	11
Percent Tested	92%

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%	1
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%	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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

With 30% of students demonstrating gains, Math Learning Gains was the core academic data component which showed the lowest performance on the Spring 2019 state assessments. 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. (Utilizing the most recent state assessment data - Spring 2019)

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 contributing 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 and consistently low Grade 7 Civics scores. (Utilizing the most recent state assessment data - Spring 2019)

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. (Utilizing the most recent state assessment data - Spring 2019)

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. (Utilizing the most recent state assessment data - Spring 2019)

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

Attendance is a potential area of concern.

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and 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, Spring 2019's Math Learning Gains showed a one point increase, halting the downward trend.
Measurable Outcome:	By the end of the 2020-2021 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 (i-Ready Math, STAR Math, NWEA, Study Island) 2. Utilize data-driven instruction and decision-making (i-Ready Math, STAR Math, NWEA, Study Island) 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 Steps to Implement

1. i-Ready Math - The i-Ready Math 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. Instructional Practice specifically relating to Science	
Area of Focus Description and 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.
Measurable Outcome:	By the end of the 2020-2021 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 Steps to Implement

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)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and 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.
Measurable Outcome:	Through the utilization and implementation of evidence-based strategies, by the end of the 2020-2021 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, i-Ready 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. 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.

Action Steps to Implement

1. 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)

Additional Schoolwide Improvement Priorities

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

1. High School Acceleration
By the end of the 2020-2021 school year, at least 50% of the Grade 12 students (cohort graduating May 2021) 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 has entered 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.

1D. FAMU DRS has increased the number of Career Academies offered. The Careers Academies will offer FAMU DRS students the opportunity to participate in career and technical education courses while working towards the attainment of CAPE industry certification.

2. Middle School Acceleration
By the end of the 2020-2021 school year, at least 40% of the 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 8 students will have increased opportunities for targeted instructional time through the Beyond the Bell After School Program, a Title I Initiative.

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

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.

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, such as teacher and student appreciation programs and events sponsored by the University, University Foundation, administration, parents/guardians, town halls hosted by the FAMU DRS administration, climate surveys, parent meetings, and special programs, are intertwined, fostering a wholistic sense of pride and respect for the school.

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: Math				$37,965.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3374	519-Technology-Related Supplies	0351 - Florida A&M University Developmental Research	Title, I Part A		$12,465.00
			Notes: i-Ready Mathematics Technology Program for Grades 6-8 ALEKS Mathematics Technology Program for Grades 9-12			
	3374	519-Technology-Related Supplies	0351 - Florida A&M University Developmental Research	General Fund		$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		$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: Instructional Practice: Science**				**$6,934.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3374	519-Technology-Related Supplies	0351 - Florida A&M University Developmental Research	Title IV		$2,500.00
			Notes: Science Materials for hands-on demonstration in Science (S) and Technology, Engineering and Math (TEM)- Maker Space			
	3374	519-Technology-Related Supplies	0351 - Florida A&M University Developmental Research	Other		$4,434.00
			Notes: Performance Coach Supplemental Materials for Science 3-10 for academic improvement through the CARES ACT			
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$50,339.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3374	519-Technology-Related Supplies	0351 - Florida A&M University Developmental Research	General Fund		$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		$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	Other	0.5	$14,000.00
			Notes: Academic Interventionist for Reading Strategies K-5- CARES ACT			
	3374	130-Other Certified Instructional Personnel	0351 - Florida A&M University Developmental Research	Title, I Part A		$7,500.00
			Notes: ELA tutoring through FAMU DRS Beyond the Bell Afterschool Tutoring Program			
					Total:	**$100,000.00**