Charles Drew Elementary School

2021-22 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: 8/17/2021

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Position Title	Job Duties and Responsibilities
Alincy , Chedline	Math Coach	The Math Coach is responsible for overseeing the school wide K-5 Math Program; 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 instruction; 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.
Daniel, Kicia	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.
Rucker, Donna	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; 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.
Goldsby, Shantell	Reading 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	Position Title	Job Duties and Responsibilities
		literacy. 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)
Moise , Jacques	Instructional Technology	The Micro-Tech Specialist monitors the school's network to ensure that teachers and students have accessibility to the world wide web to help facilitate teaching and learning. The Micro-Tech is a member of the Instructional Team works with the AP to coordinate the iReady Assessment periods; Readily provides data to administration on the Instructional Usage and passing rate with the iReady. The Micro-Tech also works with the students coordinating the daily announcements via the web; monitors the school's website to ensure that communication is update and accurate. The Micro-Tech maintains the PNI to ensure that every school has a device that is properly identified and functioning, facilitates a morning iReady Computer club. The MIcro Tech trains the teachers on how to utilize outlook and get onto canvas. Finally, the Micro-Tech coordinates the men of class mentoring program for our targeted boys.
Killinger , Meagan	Instructional Coach	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 & FUNDATIONS 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 theKG-3 ELA-Literacy Instructional materials.
Sylvestre, Marlie	Instructional Coach	The Science Coach is responsible for monitoring the KG-5th School wide Science Plan. The Science Coach will support the teachers with the

Name	Position Title	Job Duties and Responsibilities
		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; 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
Tuesday 8/17/2021, 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
25

Total number of students enrolled at the school
477

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

Demographic Data

Early Warning Systems

2021-22

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	77	70	98	83	86	82	0	0	0	0	0	0	0	496
Attendance below 90 percent	50	37	59	45	43	47	0	0	0	0	0	0	0	281
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	2	24	0	0	0	0	0	0	0	26
Course failure in Math	0	0	0	0	1	20	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	24	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	20	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	2	11	10	18	23	0	0	0	0	0	0	0	64

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	8	8	11	28	0	0	0	0	0	0	0	61

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	3	0	1	1	0	0	0	0	0	0	0	0	0	5
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

Wednesday 6/16/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				34%	59%	57%	25%	56%	56%
ELA Learning Gains				44%	60%	58%	37%	57%	55%
ELA Lowest 25th Percentile				31%	54%	53%	49%	51%	48%
Math Achievement				42%	65%	63%	43%	62%	62%
Math Learning Gains				47%	66%	62%	63%	60%	59%
Math Lowest 25th Percentile				21%	53%	51%	59%	47%	47%
Science Achievement				25%	46%	53%	31%	49%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	39%	60%	-21%	58%	-19%
Cohort Comparison						
04	2021					
	2019	37%	62%	-25%	58%	-21%
Cohort Comparison		-39%				
05	2021					
	2019	21%	59%	-38%	56%	-35%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	39%	65%	-26%	62%	-23%
Cohort Comparison						
04	2021					
	2019	47%	67%	-20%	64%	-17%
Cohort Comparison		-39%				
05	2021					
	2019	30%	64%	-34%	60%	-30%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	49%	-26%	53%	-30%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

IReady Adaptive Progress assessment was used to monitor each grade level and ESS subgroups as it related to their ELA and Mathematics growth through the three testing periods: Fall (AP1), Winter (AP2), & Spring (AP3) and Common Formative Assessments for Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	30	37.3
	Economically Disadvantaged	32.1	26.9	36.5
	Students With Disabilities	0	33.3	0
	English Language Learners	9.5	18.2	13.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.8	12.1	27.1
	Economically Disadvantaged	18	10	26.9
	Students With Disabilities	66.7	33.3	0
	English Language Learners	14.3	4.5	9.1

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.3	22.1	23.3
	Economically Disadvantaged	27.2	23.8	25.3
	Students With Disabilities	0	0	0
	English Language Learners	34.5	17.2	23.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.6	13.3	21.4
	Economically Disadvantaged	12.5	13.	23.4
	Students With Disabilities	0	0	25.0
	English Language Learners	6.9	6.9	23.3

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.5	30.8	47.4
	Economically Disadvantaged	16.2	31.5	49.3
	Students With Disabilities	28.6	28.6	28.6
	English Language Learners	13.8	24.1	48.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3.8	12.0	21.3
	Economically Disadvantaged	2.7	11.4	21.1
	Students With Disabilities	14.3	28.6	42.9
	English Language Learners	0	10.3	17.9

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.4	16.5	28.4
	Economically Disadvantaged	19.7	14.5	28.2
	Students With Disabilities	16.7	9.1	9.1
	English Language Learners	15	10	19
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14.5	19.	37.5
	Economically Disadvantaged	10.8	17.4	36.8
	Students With Disabilities	8.3	9.1	30.0
	English Language Learners	5.0	5.0	31.8

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.8	14.1	24.0
	Economically Disadvantaged	20.	15.3	24.2
	Students With Disabilities	7.1	7.1	7.1
	English Language Learners	10.5	0	15.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.1	15.5	48.0
	Economically Disadvantaged	18.3	16.9	50.
	Students With Disabilities	0	0	35
	English Language Learners	10.5	5.3	40.0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	5	21
	Economically Disadvantaged	8	5	21
	Students With Disabilities	0	0	2
	English Language Learners	0	0	2

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	9		24	27						
ELL	33	52		48	54		23				
BLK	28	34		30	28		26				
HSP	29	48		45	55		20				
FRL	29	38	17	35	35	10	24				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	30
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	32
Total Points Earned for the Federal Index	239
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The overall performance of the 3rd, 4th and 5th grade students decrease the most in mathematics, specifically the students with disabilities.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The performance of the Lowest 25% (Students with Disabilities) in the areas of mathematics showed the greatest need with a decline of 38% from the prior school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The factors that contributed to this need for improvement were: (1) Inconsistent rigorours 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.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The overall ELA Achievement showed the greatest improvement of 9%. The Third Grade reading proficiency increased by 10% and 17% in Fourth Grade.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for this improvement were: (1) walk to read model in Third Grade; (2) Primary Literacy Coach facilitated enrichment groups; (3) Standards based remediation/enrichment groups.

What strategies will need to be implemented in order to accelerate learning?

Teachers will be supported in implementing data driven small group instruction and direct whole group instruction to teach grade level appropriate the standards. High Quality Instruction (TIER 1), Data Driven Decision Making, Targeted support for: Lowest Quartile and ESSA Subgroups, instructional coaches as critical levers in improving student achievement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Benchmark Advance
Empower Broward/ Teach Like a Champion (TLAC)
Data Driven Instruction (DDI)
Acaletics

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Best practices from lessons learned across each grade level will be continued in the next year and beyond. Program implementation such as Acaletics will be done with fidelity to improve fluency in

mathematics, all components of the new ELA program Benchmark Advantage will be utilized with consistency to ensure all students are being addressed. The pedagogy and effective teaching practices garnered from EMPOWER and Reclaim and Elevate will continue to be at the forefront when planning and executing instruction. Data tracking with timely adjustments will be made after each CFA to modify and meet the needs of the population in a timely manner. PLCs and grade level meetings will assist with the sustainability of the above mentioned programs and best practices.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Small group instruction (Guided Instruction) is essential to ensuring that the teacher is able to reinforce or reteach specific skills and concepts taught in whole-group in a small 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, the teacher is 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 formal and informal assessments.
Measurable Outcome:	By May 2022, overall student achievement will increase by 5% in ELA and 10% in Mathematics as demonstrated on the Florida State Assessment.
Monitoring:	Classroom instruction will be monitored by analyzing lesson plans, student artifacts, journals, formal and informal formative assessments such as, beginning of year data, cycle assessments, BAS, I-ready, cadre formative assessment. Learning walks, data chats will also be conducted to ensure that small group instruction is being implemented effectively.
Person responsible for monitoring outcome:	Donna Rucker (donna.rucker@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, in-house PLC, and coaching support by the 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

Classroom Teachers & Resource Teachers will attend an initial and ongoing Small Group training throughout the school year.

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

Classroom Teachers & Resource Teachers will participate in an ongoing PLC focused on sharing best practices around the implementation of Small group instruction: instructional flow & resources.

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

Instructional Coaches will work with Individual Teachers/Teams on creating effective lesson plans for small group instruction.

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

Administration will monitor the implementation of small group instruction to ensure its fidelity, teacher's lesson plans, and analyze student work

Person Responsible Kicia Daniel (kicia.daniel@browardschools.com)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Based on the 2019 FSA data, the overall Federal Index of all students at Charles R. Drew Elementary 36%, resulting in , none of the five ESSA subgroups meeting the required Federal Index of 41%.
Measurable Outcome:	By May 2022, the overall Federal Index of all students represented in the various ESSA categories will increase by 5% as demonstrated on the FSA 2022.
Monitoring:	Direct instruction will be monitored by analyzing lesson plans, student work samples, and formative assessments. In addition, learning walks will be conducted to ensure that Direct instruction is being implemented effectively.
Person responsible for monitoring outcome:	Shantell Goldsby (shantell.goldsby@browardschools.com)
Evidence-based Strategy:	Direct instruction is an evidence based teaching method that has an effect size of .60. Direct instruction refers to as an instructional approach that's structured, sequenced and led by teachers and or the presentation of the 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 of its high effect size of .60. In addition, Direct Instruction demonstrate the poser of stating the learning intentions and success criteria up front and then engaging scholars in moving towards these. It is important for each 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 ESSA groups with understanding the goals of the lesson and working toward them.

Action Steps to Implement

The Literacy Coach will organize and facilitate a Direct Instruction training.

Person Responsible	Shantell Goldsby (shantell.goldsby@browardschools.com)

All teachers in grades Kindergarten through 5th grade will participate in the Direct Instruction training,

Person Responsible	Shantell Goldsby (shantell.goldsby@browardschools.com)

The Literacy Coach will establish a Direct Instruction Look Fors and use it as a guide for to support the teachers with implementing and embedding DI into their small group instruction .

Person Responsible	Shantell Goldsby (shantell.goldsby@browardschools.com)

Quarterly professional development/refreshers will be provided to continue the growth and implementation of Direct Instruction.

Person Responsible	Shantell Goldsby (shantell.goldsby@browardschools.com)

ESSA Groups will be identified in all progress monitoring platforms to ensure that their data is reviewed and instruction is meeting their needs (iReady, School city, Acaletics, etc.)

Person Responsible	Shantell Goldsby (shantell.goldsby@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 drop 10% decreasing the school grade percent to 34% equaling a letter grade of D.
Measurable Outcome:	By May 2022, the overall student achievement in Mathematics will increase by 15% and 20% in Mathematics learning gains as demonstrated on the FSA.
Monitoring:	This area will be monitored through classroom learning walks, analysis of student work, the reviewing of Coaching logs, observing the instructional coaches providing support and feedback with the classroom teachers and their assigned resource teacher.
Person responsible for monitoring outcome:	Kicia Daniel (kicia.daniel@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, data analysis meetings, and during RTI/MTSS collaborative problem solving meetings.
Rationale for Evidence-based Strategy:	The rationale for utilizing FEEDBACK as the evidence-based strategy is so that Administration can model the use of this strategy with the the Instructional Coaches as a tool for growth as well as improvement. Feedback will be used to guide the Instructional Coaches with their work on improving teaching and learning and supporting their continued growth and development as instructional coaches.

Action Steps to Implement

Instructional Coaches will participate in all District and Cadre collaborative sessions as it pertains to their areas of expertise.

Person Responsible	Kicia Daniel (kicia.daniel@browardschools.com)

Instructional Coaches will participate in weekly Instructional Leadership Team meetings in which time will be designated to providing feedback on their support initiatives as well as prepare for upcoming Coaching Sessions with their assigned teachers.

Person Responsible	Kicia Daniel (kicia.daniel@browardschools.com)

Based on weekly data analysis, Instructional Coaches will provide a weekly schedule on their areas of focus on how they're supporting teaching and learning.

Person Responsible	Kicia Daniel (kicia.daniel@browardschools.com)

Instructional Coaches will organize and facilitate monthly schoolwide Professional Development/trainings on assist teachers with implementing best practices to support student achievement (iReady, ACALETICS, School City, Small group instruction, Direct instruction.). Coaches will use feedback to gauge teacher development and student improvement.

Person Responsible	Kicia Daniel (kicia.daniel@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 drop 10% decreasing the school grade percent to 34% equaling a letter grade of D.
Measurable Outcome:	By May 2022, the overall student achievement in Mathematics will increase by 15% and 20% in Mathematics learning gains as demonstrated on the FSA.
Monitoring:	This area of focus will be monitored by ensuring that the school is following the a School wide Assessment calendar, utilizing the DDI protocols, to establish action plans to meet the students need and following up to determine the impact of the action plans.
Person responsible for monitoring outcome:	Kicia Daniel (kicia.daniel@browardschools.com)
Evidence-based Strategy:	Data drive 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 the data reflects that the instructional delivery/strategies then it is determined through the DDI framework on what's needed and 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	

Instructional Leadership team will utilize Paul Bambrick-Santoyo books - Drive by Data 2.0 and Leverage Leadership 2.0 as resources to guide the implementation and facilitation of DDI Culture

Person Responsible	Kicia Daniel (kicia.daniel@browardschools.com)

Each Instructional Leadership Team member will be assigned a specific ESSA group to monitor and ensure that data points are collected and analyzed in a timely manner and support is provided accordingly.

Person Responsible	Kicia Daniel (kicia.daniel@browardschools.com)

School wide Data driven instructional procedures will be reviewed with all stakeholders at the beginning of each year as an overview of the process and expectations.

Person Responsible	Kicia Daniel (kicia.daniel@browardschools.com)

A school wide data protocol will be utilized to ensure that everyone is using the same lens and level of rigor and understanding with working with data and determining the next appropriate steps.

Person Responsible	Kicia Daniel (kicia.daniel@browardschools.com)

Quarterly analysis will be conducted on the school wide DDI inventory completed to ensure that the DDI process is having a positive impact on teaching and learning.

Person Responsible Kicia Daniel (kicia.daniel@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, ad 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), iReady, documented classroom observations and various formative classroom assessments.
Measurable Outcome:	By May 2022, overall student achievement will increase by 5% in ELA and 10% in Mathematics as demonstrated on the Florida State Assessment.
Monitoring:	This area will be monitored through classroom learning walks focusing on: student engagement & student participation rate, student artifacts samples, journals, review of lesson plans, teacher participation in training sessions on planning for Tier I instruction.
Person responsible for monitoring outcome:	Chedline Alincy (chedline.alincy@browardschools.com)
Evidence-based Strategy:	Charles R. Drew Elementary is a participant of the EMPOWER Broward 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 on-the-job application of evidence-based high quality instructional st5rategies 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 that supports all scholars.
Rationale for Evidence-based Strategy:	This strategy was selected because the EMPOWER Broward 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 research-based 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 participate in all Cadre and district professional development and weekly support groups as needed. In addition, Instructional coaches will organize ongoing monthly professional development as well as learning walkthrough to ensure best practices are being utilized and lesson plans are aligned to the standards and give feedback to teachers as needed.

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

Teachers will incorporate TLAC strategies in the areas of Check for Understanding (Technique: No Opt Out; Do Now; Exit Ticket; Every minute matters); Ratio (Technique: Cold call, Everybody writes, turn and talk); and Classroom Culture (Technique: Threshold, STAR/SLANT) to help teachers facilitate a highly-engaged environment.

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

Teachers will use prescribed Empower Broward lesson plans.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the 2019-2020 Florida School Safety data, the primary area of concern would be to reduce the number of incidents as it relates to Disruption on campus.

The school will continue to utilize DREW bucks to ensure that scholars are rewarded for positive behavior, CHAMPS will be implemented school wide to ensure that procedural steps and expectations are stepped out for scholars in all areas including: classroom, hallway, cafeteria, restrooms, and playground/PE areas, and school wide incentives and recognitions for scholars that are caught doing what they're suppose to do even when no one is watching.

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.

Charles R. Drew Elementary Magnet School incorporates a variety of strategies to build a school culture that's nurturing and supportive of all stakeholders: staff, students, parents, and community members. Each year the school incorporates a " schoolwide Theme" that's used to address diversity within the school as well a camaraderie throughout the school. In addition, Individual & small group counseling is provided

based on students' individual needs (homeless, self-esteem, incarcerated parents, displaced and living in foster care, etc.); Cool Girls Mentoring Club (Grades 3-5); Princess Club (Kg-2); Men of Class Mentoring group (3-5); Tiger Cub listeners (peer mentors); bully box.

In addition, conducting our Annual Open House, Meet & Greet", monthly School Advisory Council & School Advisory Forum meetings; inviting parents to participate in the MTSS/RTI meetings; requiring teachers to provide evidence of two documented parent conferences.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal will conduct culture checks through the school year, to ensure that all stakeholders have an equitable voice and that their needs are being met. Each Instructional Coach will be responsible for organizing and facilitating Parent engagement events around their specific content areas. The school's Guidance Counselor will ensure that the students that have been identified are receiving support. Admin team + Sunshine members will ensure that activities and events are planned throughout the year to foster teacher recognition & appreciation by celebrating their achievement.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$151,220.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	3221 - Charles Drew Elementary School	UniSIG	1.0	$58,540.00
			Notes: ***One (1) Teacher Salary: Hire Teacher/Interventionist to assist with lowest 25th percentile on increasing the reading proficiency of students in small groups to ensure students are receiving differentiated instruction according to data. The Teacher Resource/ Interventionist will work directly to support students specifically working on their reading skills and standards. (Preapproved position)			
	5100	120-Classroom Teachers	3221 - Charles Drew Elementary School	UniSIG	1.0	$58,540.00
			Notes: One (1) Teacher Salary: Hire Teacher/Interventionist to assist with lowest 25th percentile on increasing the Math proficiency of students in small groups to ensure students are receiving differentiated instruction according to data. The Teacher Resource/ Interventionist will work directly to support students specifically working on their Math skills and standards. Position to begin September 1, 2021.			
	5100	210-Retirement	3221 - Charles Drew Elementary School	UniSIG		$5,900.00
			Notes: Fringe Retirement: 2 Resource Teachers			
	5100	220-Social Security	3221 - Charles Drew Elementary School	UniSIG		$4,500.00
			Notes: Fringe Social Security: 2 Resource Teachers			
	5100	230-Group Insurance	3221 - Charles Drew Elementary School	UniSIG		$16,470.00
			Notes: Fringe Group Insurance: 2 Resource Teachers			

	5100	240-Workers Compensation	3221 - Charles Drew Elementary School	UniSIG		$1,300.00
			Notes: Fringe Workers Compensation: 2 Resource Teachers			
	5100	250-Unemployment Compensation	3221 - Charles Drew Elementary School	UniSIG		$150.00
			Notes: Fringe Unemployment Compensation: 2 Resource Teachers			
	5100	510-Supplies	3221 - Charles Drew Elementary School	UniSIG		$5,820.00
			Notes: J & J Educational Bootcamp: Purchase Science Speed Bags for grades 3-5 that allows students to illustrate science concepts. This includes FCAT 2.0 practice questions that may be used as a classroom activity, assessment, or as an integration to science during art class. 4 sets - Science Bootcamp Speed Bag Student Booklets - Grade 5 (Set of 25) 4 sets - Science Bootcamp Speed Bag Student Booklets - Grade 3 (Set of 25) 4 sets - Science Bootcamp Speed Bag Student Booklets - Grade 4 (Set of 25) 2 sets - Science Bootcamp Speed Bag Teacher's Edition - Grade 5 4 sets - Science Bootcamp Speed Bag Teacher's Edition - Grade 4 6 sets - Science Bootcamp Speed Bag Teacher's Edition - Grade 3			

3	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching				$0.00
4	**III.A.**	**Areas of Focus: Leadership: Managing Accountability Systems**				**$12,715.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	120-Classroom Teachers	3221 - Charles Drew Elementary School	UniSIG		$11,520.00
			Notes: "Provide stipends for twenty (PK-5) teachers to engage in professional development throughout the 2021-22 school year and during the summer 2022 pre-planning week. The professional development will consist of various learning opportunities to include standards-based instruction in ELA and Math. District Trainers and School Based Coaches will facilitate the PD sessions. If stipends are necessary, they will be paid from other funding sources. Stipends will be paid at hourly rate; $36/hour will be used for budgeting purposes for a total of sixteen hours per teacher. - PD Stipends: 20 teachers x 16 hours x $36 stipend = $11,520			
	6400	220-Social Security	3221 - Charles Drew Elementary School	UniSIG		$900.00
			Notes: Fringe Social Security: PD Stipends			
	6400	240-Workers Compensation	3221 - Charles Drew Elementary School	UniSIG		$260.00
			Notes: Fringe Workers Compensation: PD Stipends			
	6400	250-Unemployment Compensation	3221 - Charles Drew Elementary School	UniSIG		$35.00
			Notes: Fringe Unemployment Compensation: PD Stipends			

5	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$54,018.75
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	3221 - Charles Drew Elementary School	UniSIG		$18,720.00
			Notes: ELO stipends for ten teachers for ELA/MATH Extended Learning Opportunity Camps. Camps will be offered from October to April during the 2021-22 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 progress and/or additional supports needed. Stipends will be paid at hourly rate; $36/hour will be used for budgeting purposes. There will be approximately 100 total students anticipated to attend the ELO camps. The student to teacher ratio for ELO camps will be a minimum of 10:1. If the student to teacher ratio is not met, the number of teachers providing instruction must be			

			reduced to meet that ratio. If there are unspent ELO funds at the end of the school year, the school will extend ELO opportunities into Summer 2022 for current students. - ELO Student Camp Time: 2 hours/week x 26 weeks = 52 hours - ELO Student Camp Stipends: 10 teachers x 52 hours x $36 stipend = $18,720			
	5100	220-Social Security	3221 - Charles Drew Elementary School	UniSIG		$1,450.00
			Notes: Fringe Social Security: ELO Stipends			
	5100	240-Workers Compensation	3221 - Charles Drew Elementary School	UniSIG		$425.00
			Notes: Fringe Workers Compensation: ELO Stipends			
	5100	250-Unemployment Compensation	3221 - Charles Drew Elementary School	UniSIG		$50.00
			Notes: Fringe Unemployment Compensation: ELO Stipends			
	5100	369-Technology-Related Rentals	3221 - Charles Drew Elementary School	UniSIG		$1,000.00
			Notes: Purchase access to EduSmart for online Science resources that will support standards-based initiatives. EduSmart: K-5 supplemental Science site license aligned to the Florida Standards. Program is designed to remediate and enrich science content. Access includes instruction modules, simulations, interactivities, student reviews and science readers. License term dates cannot extend pass August 31, 2022.			
	5100	369-Technology-Related Rentals	3221 - Charles Drew Elementary School	UniSIG		$3,295.00
			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 pass August 31, 2022.			
	5100	510-Supplies	3221 - Charles Drew Elementary School	UniSIG		$25,680.00
			Notes: Purchase instructional materials and resources from Educational Development Associates, Inc. ACALETICS to support mathematics for students to utilize for Math Club, to reinforce math and science concepts, and to reinforce Florida Math Standards by providing a supplement to the core instructional materials. - Grade 2 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-3), Comp. Domain Review (Bk 1-2) - Grade 3 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2), Common Core Modeling (Bk 1-2) - Grade 4 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2), Common Core Modeling (Bk 1-2) - Grade 5 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2), Common Core Modeling (Bk 1-2) - Grade 5 - Student Rulers			
	5100	510-Supplies	3221 - Charles Drew Elementary School	UniSIG		$3,398.75
			Notes: Office Supplies: classroom supplies to support reading, mathematics, science, and social studies instruction: e.g. copy paper, glue sticks, composition books, dry erase markers, pocket folders, 3-prong folders, colored pencils, dividers, legal pads, etc.			
					Total:	**$217,953.75**