Florida Agricultural and Mechanical University

Florida A&M University Developmental Research School

2021-22 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: 8/31/2021

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
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)	Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (44%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 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)	**2020-21 Title I School**	**2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		I	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Johnson, Micheal	Superintendent	Serve as the superintendent for the K-12 lab school
Hightower, Pink		Serve as secondary principal for K-12 lab school
Swain, Genleah		Serve as elementary principal for K-12 lab school
Barnes, Zellee	Secondary Curriculum Administrator; Facilities Administrator	Serve as the secondary curriculum administrator and facilities administrator for the K-12 lab school
Walker, Roger	Middle School Faculty Administrator/District Activities Coordinator	Serve as middle school faculty administrator and district activities cooridnator for the K-12 lab school
Bernales, Cami	Director of Elementary Curriculum	Serve as the director or elementary curriculum at the K-12 lab school
JERRY, RENEE	Director of Student Support Services	Serve as director of student support services for the K-12 lab school
Labissiere, Sheila		Serve as the district's ELL Compliance Specialist and the District Title I Cooridinator for the K-12 lab school

Demographic Information

Principal start date
Tuesday 8/31/2021, 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
50

Total number of students enrolled at the school
627

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
4

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	47	56	40	40	53	38	68	55	47	69	34	40	40	627
Attendance below 90 percent	7	6	2	2	9	1	13	5	2	8	2	3	1	61
One or more suspensions	0	0	0	0	2	4	0	2	1	0	0	1	0	10
Course failure in ELA	0	0	0	6	12	15	6	7	1	0	0	5	0	52
Course failure in Math	0	0	0	4	3	2	4	0	10	0	1	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	4	8	8	5	7	9	11	52
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	8	6	6	11	10	23	19	83
Number of students with a substantial reading deficiency	0	13	11	20	28	0	0	0	0	0	0	0	0	72
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	2	3	3	1	1	0	0	1	0	13

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	0	0	0	0	0	0	7	0	0	1	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
Tuesday 8/31/2021

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	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	

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	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	

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				47%		61%	41%	41%	60%
ELA Learning Gains				51%		59%	42%	42%	57%
ELA Lowest 25th Percentile				54%		54%	46%	46%	52%
Math Achievement				36%		62%	38%	38%	61%
Math Learning Gains				30%		59%	29%	29%	58%
Math Lowest 25th Percentile				35%		52%	27%	27%	52%
Science Achievement				33%		56%	26%	26%	57%
Social Studies Achievement				61%		78%	65%	65%	77%

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	50%	50%	0%	58%	-8%
Cohort Comparison						
04	2021					
	2019	54%	54%	0%	58%	-4%
Cohort Comparison		-50%				
05	2021					
	2019	34%	34%	0%	56%	-22%
Cohort Comparison		-54%				
06	2021					
	2019	52%	52%	0%	54%	-2%
Cohort Comparison		-34%				
07	2021					
	2019	43%	43%	0%	52%	-9%
Cohort Comparison		-52%				
08	2021					

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	41%	41%	0%	56%	-15%
Cohort Comparison		-43%				
09	2021					
	2019	47%	47%	0%	55%	-8%
Cohort Comparison		-41%				
10	2021					
	2019	51%	51%	0%	53%	-2%
Cohort Comparison		-47%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	45%	0%	62%	-17%
Cohort Comparison						
04	2021					
	2019	56%	56%	0%	64%	-8%
Cohort Comparison		-45%				
05	2021					
	2019	40%	40%	0%	60%	-20%
Cohort Comparison		-56%				
06	2021					
	2019	43%	43%	0%	55%	-12%
Cohort Comparison		-40%				
07	2021					
	2019	32%	32%	0%	54%	-22%
Cohort Comparison		-43%				
08	2021					
	2019	8%	8%	0%	46%	-38%
Cohort Comparison		-32%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	55%	0%	67%	-12%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	58%	0%	71%	-13%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	66%	0%	70%	-4%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	31%	31%	0%	61%	-30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	12%	12%	0%	57%	-45%

Grade Level Data Review - Progress Monitoring Assessments

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

The district used the NWEA MAP (Measures of Academic Progress) Growth program as the primary progress monitoring tool. NWEA MAP Growth is aligned with FSA and Florida Standards. It is a predictive model with progress monitoring, individualized student, class, and grade level reports, and raw data that may be analyzed for data driven decisions, individualized instruction, and continuous school improvement. NWEA MAP also has the ability to be linked to the Study Island program to create individualized learning paths in Study Island for students in Grades 2-12. *For the 2021-2022 school year, Study Island will be utilized by district school to progress monitor students in Social Studies courses; NWEA MAP Growth will continue to be utilized by district schools to progress monitor ELA/Reading, Mathematics, and Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26 / 70%	22 / 67%	11 / 35%
	Economically Disadvantaged	26 / 70%	22 / 67%	11 / 35%
	Students With Disabilities	X	X	X
	English Language Learners	0 / 0%	1 / 100%	0 / 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26 / 70%	17 / 52%	13 / 42%
	Economically Disadvantaged	26 / 70%	17 / 52%	13 / 42%
	Students With Disabilities	X	X	X
	English Language Learners	1 / 100%	0 / 0%	1 / 100%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30 / 70%	21 / 53%	14 / 35%
	Economically Disadvantaged	30 / 70%	21 / 21%	14 / 35%
	Students With Disabilities	1 / 50%	0 / 0%	0 / 0%
	English Language Learners	X	X	X
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28 / 20%	16 / 39%	11 / 28%
	Economically Disadvantaged	28 70%	16 / 39%	11 / 28%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	X	X	X

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16 / 36%	11 / 25%	9 / 23%
	Economically Disadvantaged	16 / 36%	11 / 25%	9 / 23%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	1 / 50%	0 / 0%	0 / 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19 / 43%	14 / 31%	7 / 17%
	Economically Disadvantaged	19 / 43%	14 / 31%	7 / 17%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	1 / 50%	0 / 0%	0 / 0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25 / 60%	11 / 42%	8 / 30%
	Economically Disadvantaged	25 / 60%	11 / 42%	8 / 30%
	Students With Disabilities	1 / 100%	1 / 100%	1 / 100%
	English Language Learners	X	X	X
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25 / 58%	16 / 42%	12 / 32%
	Economically Disadvantaged	25 / 58%	16 / 42%	12 / 32%
	Students With Disabilities	1 / 100%	0 / 0%	0 / 0%
	English Language Learners	X	X	X

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13 / 25%	13 / 27%	13 / 26%
	Economically Disadvantaged	13 / 25%	13 / 27%	13 / 26%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	1 / 50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20 / 41%	11 / 23%	7 / 15%
	Economically Disadvantaged	20 / 41%	11 / 23%	7 / 15%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	2 / 100%	0 / 0%	0 / 0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	9 / 18%	6 / 12%	8 / 17%
	Economically Disadvantaged	9 / 18%	6 / 12%	8 / 17%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25 / 48%	17 / 35%	12 / 29%
	Economically Disadvantaged	25 / 48%	17 / 35%	12 / 29
	Students With Disabilities	2 / 40%	1 / 20%	1 / 20%
	English Language Learners	X	X	X
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19 / 38%	12 / 29%	9 / 26%
	Economically Disadvantaged	19 / 38%	12 / 29%	9 / 26%
	Students With Disabilities	1 / 20%	0 / 0%	1 / 20%
	English Language Learners	X	X	X

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17 / 35%	12 / 26%	10 / 23%
	Economically Disadvantaged	17 / 35%	12 / 26%	10 / 23%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	1 / 100%	1 / 100%	1 / 100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14 / 30%	9 / 24%	8 / 24%
	Economically Disadvantaged	14 / 30%	9 / 24%	8 / 24%
	Students With Disabilities	0 / 0%	0 / 0%	X
	English Language Learners	1 / 100%	0 / 0%	0 / 0%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	X	X	X
	Economically Disadvantaged	X	X	X
	Students With Disabilities	X	X	X
	English Language Learners	X	X	X

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28 / 56%	22 / 46%	15 / 44%
	Economically Disadvantaged	28 / 56%	22 / 46%	15 / 44%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8 / 31%	7 / 25%	6 / 35%
	Economically Disadvantaged	8 / 31%	7 / 25%	6 / 35%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	X
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	13 / 25%	10 / 22%	9 / 28%
	Economically Disadvantaged	13 / 25%	10 / 22%	9 / 28%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	X

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14 / 39%	6 / 21%	5 / 50%
	Economically Disadvantaged	14 / 39%	6 / 21%	5 / 50%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	X	X	X
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	Math [X]; Alg [1/5%]; Geo [1/10%]	Math [x]; Alg [4/18%]; Geo [1/8%]	Math [x]; Alg [3/19%]; Geo [1/17%]
	Economically Disadvantaged	Math [X]; Alg [1/5%]; Geo [1/10%]	Math [x]; Alg [4/18%]; Geo [1/8%]	Math [x]; Alg [3/19%]; Geo [1/17%]
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	X	X	X
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	X	X	X
	Economically Disadvantaged	X	X	X
	Students With Disabilities	X	X	X
	English Language Learners	X	X	X
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	X	X	X
	Economically Disadvantaged	X	X	X
	Students With Disabilities	X	X	X
	English Language Learners	X	X	X

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11 / 27%	8 / 21%	1 / 4%
	Economically Disadvantaged	11 / 27%	8 / 21%	1 / 4%
	Students With Disabilities	1 / 100%	1 / 100%	X
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	Math [X]; Alg [X]; Geo [1/4%]	Math [X]; Alg [X]; Geo [1/5%]	Math [X]; Alg [X]; Geo [1/8%]
	Economically Disadvantaged	Math [X]; Alg [X]; Geo [1/4%]	Math [X]; Alg [X]; Geo [1/5%]	Math [X]; Alg [X]; Geo [1/8%]
	Students With Disabilities	0 / 0%	0 / 0%	X
	English Language Learners	X	X	Math [0/0%]; Alg [X], Geo [X]
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	7 / 16%	6 / 17%	4 / 12%
	Economically Disadvantaged	7 / 16%	6 / 17%	4 / 12%
	Students With Disabilities	0 / 0%	1 / 100%	1 / 50%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	X	X	X
	Economically Disadvantaged	X	X	X
	Students With Disabilities	X	X	X
	English Language Learners	X	X	X

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9 / 25%	4 / 14%	4 / 15%
	Economically Disadvantaged	9 / 25%	4 / 14%	4 / 15%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	X	X	X
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	Math [X]; Alg [X]; Geo [0/0%]	Math [X]; Alg [X]; Geo [0/0%]	Math [X]; Alg [X]; Geo [0/0%]
	Economically Disadvantaged	Math [X]; Alg [X]; Geo [0/0%]	Math [X]; Alg [X]; Geo [0/0%]	Math [X]; Alg [X]; Geo [0/0%]
	Students With Disabilities	Math [X]; Alg [X]; Geo [0/0%]	Math [X]; Alg [X]; Geo [0/0%]	Math [X]; Alg [X]; Geo [0/0%]
	English Language Learners	X	X	X
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	X	X	X
	Economically Disadvantaged	X	X	X
	Students With Disabilities	X	X	X
	English Language Learners	X	X	X
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	X	X	X
	Economically Disadvantaged	X	X	X
	Students With Disabilities	X	X	X
	English Language Learners	X	X	X

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0 / 0%	0 / 0%	0 / 0%
	Economically Disadvantaged	0 / 0%	0 / 0%	0 / 0%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	X	X	X
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	Math [X]; Alg [X]; Geo [0/0%]	Math [X]; Alg [X]; Geo [X]	Math [X]; Alg [X]; Geo [X]
	Economically Disadvantaged	Math [X]; Alg [X]; Geo [0/0%]	Math [X]; Alg [X]; Geo [X]	Math [X]; Alg [X]; Geo [X]
	Students With Disabilities	X	X	X
	English Language Learners	X	X	X
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	X	X	X
	Economically Disadvantaged	X	X	X
	Students With Disabilities	X	X	X
	English Language Learners	X	X	X
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	X	X	X
	Economically Disadvantaged	X	X	X
	Students With Disabilities	X	X	X
	English Language Learners	X	X	X

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	19	17									
BLK	35	28	23	18	11	8	19	51	32	100	23
HSP	23	30		18							
FRL	34	29	22	18	11	8	19	49	33	100	25

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

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	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	7
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
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	32
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	24
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	32
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?

There was a decrease in proficiency across the board due to the challenges and turmoil caused by the COVID-19 pandemic; however, there continues to be a downward trend in math proficiency and science proficiency. Social studies continues to be the highest performing area and the graduation rate continues to improve and remains above 90%. The performance of our SWD continues to decline across the board and constitute our lowest performing area; however, most of the SWD entered the school well below proficiency. While the SWD may show growth with applied accommodations and modifications, they struggle to reach proficiency.

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

Based off progress monitoring and 2019 state assessments, the data components demonstrating the greatest need for improvement are: mathematics, science, and students with disabilities (math, science, and ELA).

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

Contributing factors include the COVID-19 pandemic, school closures resulting in transitions and fluctuation between a structured in-person, traditional instruction/environment to a online/remote instruction/environment due to the COVID-19 pandemic, continuing high turnover within the math, science, and student support services departments.

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

With graduation rates ranging between 96%-100%, high school College and Career Readiness increasing a projected 20% from 2019 to 2021, and Middle School Acceleration (CCR) increasing a projected 14% from 2019 to 2021, based upon our progress monitoring and the 2019 state assessments, these three data components have shown the most improvement.

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

The temporary suspension of standardized test scores (i.e., ACT/SAT) as a requirement for dual enrollment with most universities allowed more of our students to participate and succeed in dual enrollment opportunities; this, in turn, contributed in an improvement in our high school CCR data component. While our graduation rates have historically been high and well above the state average, the temporary suspension of FSA requirements for graduation removed a barrier to graduation for some students; this contributed to our ability to maintain and exceed our success in this data component. The CARES GEER grant also afforded us the opportunity to improve upon our CTE infrastructure so that we may continue to improve our high school and middle school college and career readiness data component.

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

In addition to targeted professional development, an analysis and revamping of our recruitment and retention of qualified teachers, especially in the areas of math and science will need to be implemented so we may address the high turnover in these areas. Structured data chats with students and parents will also need to be implemented to help accelerate learning. Finally, we will need to explore the re-establishment of our partnership with Lively Technical College to increase dual enrollment opportunities and increase the number of certification-earning CTE/CCR courses for middle and high school students.

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.

Teachers and leaders at our school will be provided with a plethora of professional development opportunities including: (1) independent and facilitated professional development courses provided through the Florida Department of Education Bureau of Exceptional Student Education Professional Development (BESE PDA) Portal; (2) professional development courses and training provided through the Florida Diagnostic and Learning Resources System (FDLRS); (3) professional development courses and training provided through our partnership with the Panhandle Area Education Consortium (PAEC), (4) specialized professional development provided by the district (i.e., Differentiated Instruction PD Series, Implementing B.E.S.T. Standards, Utilizing Data to Make Informed Instructional and Policy Decisions, MTSS/RTi, etc.); and (5) Beginning Teacher Program Training and Mentoring Program.

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

Additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond include: hiring a math coach, re-establishing our partnership with and encouraging students to take advantage of dual enrollment opportunities with Lively Technical College, the incorporation and expansion of College and Career Readiness programs, the continuation of the Extended Day, Beyond the Bell, and STREAM roBotics afterschool programs, and increased MTSS/RTi training.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our math scores have demonstrated a declining trend and, based upon our progress monitoring scores and Spring 2019 scores, this is one of the areas in which our students struggle the most.
Measurable Outcome:	By the end of the 2021-2022 school year, our mathematics proficiency score will show at least an overall 5% increase as measured by the Spring 2022 Florida Standards Assessment (FSA) and when compared to the Spring 2021 FSA scores.
Monitoring:	Throughout the 2021-2022 school year, students will take the NWEA Map Growth assessment for math at three data points (Fall, Winter, Spring) to monitor progress towards the desired outcome.
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 3-10 deficiencies in the math proficiency data component: 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 courses, Beyond the Bell) 4. Recruitment and retention of highly qualified/efective teachers 4. Hiring a math coach to provide support to teachers and students in the area of mathematics.
Rationale for Evidence-based Strategy:	1. Technology-based Instruction 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 A. This strategy will provide 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 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/effective 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. 5. Hiring a Math Coach A. Hiring a math coach will provide teachers and students with increased, specialized support in the area of mathematics.

Action Steps to Implement

1. i-Ready Math - The i-Ready Math program has been purchased and will be utilized to enhance Grades 3-8 mathematics and Algebra 1 curriculum instruction.
2. STAR Math - The STAR Math program has been purchased and 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 may 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. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Consistently, over the past five years, the Students with Disabilities (SWD) ESSA subgroup category has been one of the lowest performing data components. Consistently, this group struggles to demonstrate proficiency in any of the tested areas across the tested grade levels. Contributing factors include the fact that a majority of the students with disabilities enter the school with significant deficiencies in proficiency and, even with appropriate accommodations and modifications applied, these students may show growth within an achievement level, however, they struggle to reach proficiency as measured by the Florida Standards Assessment (FSA).
Measurable Outcome:	By the end of the 2020-2021 school year, we will see at least a three percent (3%) increase in the overall proficiency of Students with Disabilities as measured on the Florida Standards Assessment.
Monitoring:	
Person responsible for monitoring outcome:	RENEE JERRY (renee.jerry@famu.edu)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No description entered

Person Responsible	RENEE JERRY (renee.jerry@famu.edu)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Consistently, science has been a low performing data component. Based upon the 2019 FSA data and 2020-21 progress monitoring data, we are projecting at least a 15% decrease in proficiency. 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 2021-2022 school year, our science proficiency score will show at least an overall 5% increase as measured by the Spring 2022 Florida Standards Assessment (FSA) and when compared to the Spring 2021 FSA scores.
Monitoring:	Throughout the 2021-2022 school year, students will take the NWEA Map Growth assessment for science at three data points (Fall, Winter, Spring) to monitor progress towards the desired outcome.
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 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 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 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)

#4. 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:	By the end of the 2021-2022 school year, our ELA proficiency score will show at least an overall 5% increase as measured by the Spring 2022 Florida Standards Assessment (FSA) and when compared to the Spring 2021 FSA scores.
Monitoring:	Throughout the 2021-2022 school year, students will take the NWEA Map Growth assessment for ELA at three data points (Fall, Winter, Spring) to monitor progress towards the desired outcome.
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 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 to 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 provide students with extra support and monitoring in ELAR. 5. Increased Number of Highly Qualified/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 - 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 ELA students.
2. Beyond the Bell, a Title I Initiative - The Beyond the Bell program will be utilized to provide students with additional ELA tutoring and instructional time after school.
3. NWEA - The NWEA program will be utilized to provide major data points to progress monitor K-12 ELA students and will be incorporated with Study Island to provide students with individualized, differentiated support.

4. Study Island - The Study Island program will be utilized as an additional instructional resource, progress monitoring tool, and differentiated instruction tool/resource.

Person Responsible   Pink Hightower (pink.hightower@famu.edu)

Additional Schoolwide Improvement Priorities

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.

According to the SafeSchoolsforAlex.org resource, when comparing the discipline data of schools across the county, regardless of the offense, the predominantly African American schools are in the top ten school listed for these negative offenses. With this in mind and with the goal of reducing the number of negative offenses such as fighting, harassment, and inappropriate/disruptive behaviors, FAMU DRS will monitor and endeavor to improve the school culture and environment through the collection of Cognia climate and culture surveys throughout the school year, the monitoring of number and rate of referrals issued throughout the school year, and through the implementation of specialized programs. As opposed to highlighting negative behaviors and negative consequences, FAMU DRS will encourage and facilitate a positive, supportive culture and environment at the school by implementing the following programs:
1. Elementary: Character Development Lesson are provided through the guidance department to all elementary school students and teachers have appropriate behavior modification programs based upon students' age and grade level.
2. Secondary (Middle and High School): "FAMU DRS Heroes" is a positive behavior, token-based positive behavior system which rewards secondary students for observed positive behaviors in classes, throughout campus, and in the community.
3. School-wide: Through the Child Safety Matters (elementary) and Teen Safety Matters (secondary) programs, all students K-12 receive age and grade appropriate mental health training and monitoring, including, but not limited to, alcohol/substance abuse, drug awareness, and violence identification and deescalation.

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.

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.

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

There are several stakeholder groups who work together to play a role in promoting a positive culture and environment at FAMU DRS.

District and School Administration: The district and school administration promote a positive culture and environment through their open door policies and the establishment of positive, appropriate policies.

Teachers, Faculty, and Staff: Teachers, faculty, and staff throughout the campus play a vital role in promoting a positive culture and environment at FAMU DRS through their support of and respect for our students, their colleagues, and community partners and supporters.

Students: Students play a vital role in promoting a positive culture and environment at FAMU DRS by adhering to school rules and policies, displaying appropriate behavior, engaging in academic and extracurricular activities, supporting each other and demonstrating collegiality, being responsible, and being their best selves.

Parents/Guardians: Parents play a vital role in promoting a positive culture and environment at FAMU DRS by supporting students, teachers, and administration in the adherence of school rules and policies, volunteering, supporting, and engaging in academic and extracurricular programs and activities, and advocating for students and the school.

Community Stakeholders: Our active Parent Teacher Association (PTA), School Advisory Council, (SAC), School Board, alumnus, and University stakeholders advocate for the best interests of the students, faculty, and school as a whole. Through advocacy, volunteerism, policy review and contributions, financial contributions, and academic and CCR expansion and exposure opportunities, our community stakeholders

play a vital role in promoting a positive culture and environment at the school through their support, encouragement, and advocacy.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$62,965.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	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.				
	6000	130-Other Certified Instructional Personnel	0351 - Florida A&M University Developmental Research		1.0	$25,000.00
		Notes: Academic Interventionist for Math Strategies/Math Coach				
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3374	519-Technology-Related Supplies	0351 - Florida A&M University Developmental Research	IDEA		$7,000.00
		Notes: MindPlay Literacy/Reading Intervention Technology Program				
3	III.A.	Areas of Focus: Instructional Practice: Science				$6,934.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3374	519-Technology-Related Supplies	0351 - Florida A&M University Developmental Research	Title, I Part A		$2,500.00
		Notes: Science Materials for hands-on demonstration in Science (S) and Technology, Engineering and Math (TEM)- Maker Space				

		Function	Object	Budget Focus	Funding Source	FTE	2021-22
		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			
4	**III.A.**	**Areas of Focus: Instructional Practice: ELA**					**$50,339.00**
		Function	Object	Budget Focus	Funding Source	FTE	2021-22
		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			
		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			
		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	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			
						Total:	**$133,599.90**