# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Charles R Drew K 8 Center

1775 NW 60TH ST
Miami, FL 33142
305-691-8021
http://drew.dadeschools.net/

## School Demographics

| | | |
|---|---|---|
| **School Type** | **Title I** | **Free and Reduced Lunch Rate** |
| Elementary School | Yes | 98% |
| **Alternative/ESE Center** | **Charter School** | **Minority Rate** |
| No | No | 100% |

## School Grades History

| **2013-14** | **2012-13** | **2011-12** | **2010-11** |
|---|---|---|---|
| D | C | B | A |

## SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

## Table of Contents

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

## 2013-14 DA Category and Statuses

| DA Category | Region | RED |
| --- | --- | --- |
| Focus Year 1 | 5 | Gayle Sitter |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
| --- | --- | --- | --- |
| No | No | No | No |

# Current School Status

## School Information

### School-Level Information

**School**
Charles R Drew K 8 Center

**Principal**
Tracie N. Lewis

**School Advisory Council chair**
TBA

**Names and position titles of the School-Based Leadership Team (SBLT)**

| Name | Title |
| --- | --- |
| Jackson Nicolas | Assistant Principal |
| Lakevia Ford-white | Reading Coach |
| Laesha Hill | Science Coach |
| Cliffina Johnson | Math Coach |
| Kerian Wilson | Reading Coach |

### District-Level Information

**District**
Dade

**Superintendent**
Mr. Alberto M. Carvalho

**Date of school board approval of SIP**
12/11/2013

## School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Membership of the SAC

(Principal -1, UTD steward – 1, teachers – 5, parents – 5, educational support, student – 1, BCR -4, AS-1, AP-1, AE-1, E-1, AT-1)

### Involvement of the SAC in the development of the SIP

The SAC will review and vote on the School Improvement Plan.

### Activities of the SAC for the upcoming school year

The SAC committee will approve the SIP, SAC distribute Student Improvement funds as necessary, discuss student awards, discipline issues, academics, title one funds and parent involvement funds.

### Projected use of school improvement funds, including the amount allocated to each project

Student Incentives for academic achievement and positive behavior.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**
Not In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

We will convene a meeting and elect staff and recruit parents to join the committee. Participation was solicited at a recent Open House Meeting.

## Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**
2

**# receiving effective rating or higher**
(not entered because basis is < 10)

**Administrator Information:**

| Tracie N. Lewis | | |
|---|---|---|
| Principal | Years as Administrator: 7 | Years at Current School: 0 |

| | |
|---|---|
| **Credentials** | Bachelor of Science in Elementary Education; Florida State University<br>M.Ed.-Reading; Nova Southeastern University |
| **Performance Record** | 2013 – School Grade D<br>Rdg. Proficiency, 50%<br>Math Proficiency, 51%<br>Rdg. Lrg. Gains, 58 points<br>Math Lrg. Gains, 72 points<br>Rdg. Imp. of Lowest 25% - 45 points<br>Math Imp. of Lowest 25% -60 points<br>Rdg. AMO –54<br>Math AMO–58<br>2012 – School Grade C<br>Rdg. Proficiency, 47%<br>Math Proficiency, 45%<br>Rdg. Lrg. Gains, 62 points<br>Math Lrg. Gains, 52 points<br>Rdg. Imp. of Lowest 25% - 70 points<br>Math Imp. of Lowest 25% - 49 points<br>Rdg. AMO –50<br>Math AMO–54<br>'11 '10 '09<br>School Grade B C A<br>AYP N N Y<br>High Standards Rdg. 66 60 68<br>High Standards Math 68 63 69<br>Lrng Gains-Rdg. 68 52 74<br>Lrng Gains-Math 58 61 71<br>Gains-Rdg-25% 67 68 80<br>Gains-Math-25% 57 65 77 |

| Jackson Nicolas | | |
| --- | --- | --- |
| Asst Principal | Years as Administrator: 1 | Years at Current School: 0 |

| | |
| --- | --- |
| **Credentials** | Bachelor of Science in Elementary Education; Master of Science in Urban Education; Educational Specialist in Leadership |
| **Performance Record** | 2013 – School Grade C<br>Rdg. Proficiency, 39%<br>Math Proficiency, 53%<br>Rdg. Lrg. Gains, 57 points<br>Math Lrg. Gains, 77 points<br>Rdg. Imp. of Lowest 25% - 57 points<br>Math Imp. of Lowest 25% -77 points<br>Rdg. AMO –58%<br>Math AMO–73%<br>2012-School Grade C<br>Rdg. Proficiency, 49%<br>Math Proficiency, 58%<br>Rdg. Lrg. Gains, 63 points<br>Math Lrg. Gains, 78 points<br>Rdg. Imp. of Lowest 25% - 57 points<br>Math Imp. of Lowest 25% -62 points<br>Rdg. AMO –53<br>Math AMO–53<br>'11 '10 '09<br>School Grade C A A<br>AYP N Y Y<br>High Standards Rdg. 45 69 71<br>High Standards Math 69 76 71<br>Lrng Gains-Rdg. 56 69 79<br>Lrng Gains-Math 56 73 76<br>Gains-Rdg-25% 54 63 83<br>Gains-Math-25% 56 61 74 |

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| Lakevia Ford-white | | |
| --- | --- | --- |
| Full-time / School-based | Years as Coach: 7 | Years at Current School: 0 |

| | |
| --- | --- |
| **Areas** | Reading/Literacy |
| **Credentials** | Bachelor of Science in Elementary Education; Master of Science in Reading K-12; Specialist in Curriculum/Instruction Management & Administration; Educational Specialist in Leadership |
| **Performance Record** | 2013 – School Grade D<br>Rdg. Proficiency, 50%<br>Math Proficiency, 51%<br>Rdg. Lrg. Gains, 58 points<br>Math Lrg. Gains, 72 points<br>Rdg. Imp. of Lowest 25% - 45 points<br>Math Imp. of Lowest 25% -60 points<br>Rdg. AMO –54<br>Math AMO–58<br>2012 – School Grade B<br>Rdg. Proficiency, 35%<br>Math Proficiency, 49%<br>Rdg. Lrg. Gains, 69 points<br>Math Lrg. Gains, 70 points<br>Rdg. Imp. of Lowest 25% - 95 points<br>Math Imp. of Lowest 25% -71 points<br>Rdg. AMO –38<br>Math AMO–47<br>'11 '10 '09<br>School Grade B C A<br>AYP N N Y<br>High Standards Rdg. 66 60 68<br>High Standards Math 68 63 69<br>Lrng Gains-Rdg. 68 52 74<br>Lrng Gains-Math 58 61 71<br>Gains-Rdg-25% 67 68 80<br>Gains-Math-25% 57 65 77 |

| Cliffina Johnson | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 2 |

| | |
|---|---|
| **Areas** | Mathematics |
| **Credentials** | Bachelor of Arts - History: Florida International University; Bachelor of Science - Exceptional Student Education : Florida Memorial University<br>Certifications-<br>Elementary Education (K-6) & Exceptional Student Education (K-12) |
| **Performance Record** | 2013 – School Grade C<br>Rdg. Proficiency, 30%<br>Math Proficiency, 45%<br>Rdg. Lrg. Gains, 50 points<br>Math Lrg. Gains, 50 points<br>Rdg. Imp. of Lowest 25% - 51 points<br>Math Imp. of Lowest 25% -42 points<br>Rdg. AMO –50<br>Math AMO–62<br>2012 – School Grade C<br>Rdg. Proficiency, 33%<br>Math Proficiency, 49%<br>Rdg. Lrg. Gains, 67 points<br>Math Lrg. Gains, 80 points<br>Rdg. Imp. of Lowest 25% - 74 points<br>Math Imp. of Lowest 25% -91 points<br>Rdg. AMO –34<br>Math AMO–51<br>'11 '10 '09<br>School Grade C C C<br>AYP N N N<br>High Standards Rdg. 45 46 42<br>High Standards Math 69 67 70<br>Lrng Gains-Rdg. 56 54 58<br>Lrng Gains-Math 56 53 82<br>Gains-Rdg-25% 54 61 59<br>Gains-Math-25% 56 64 90 |

| Leasha Hill | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 4 | Years at Current School: 13 |

| | |
|---|---|
| **Areas** | Science |
| **Credentials** | Bachelor of Science – Elementary Education: Florida A& M University;<br>Master of Science – Reading: Florida International University<br>Certifications – Elementary Education<br>(1-6) & Reading (K-12) |
| **Performance Record** | 2013 – School Grade C<br>Rdg. Proficiency, 30%<br>Math Proficiency, 45%<br>Rdg. Lrg. Gains, 50 points<br>Math Lrg. Gains, 50 points<br>Rdg. Imp. of Lowest 25% - 51 points<br>Math Imp. of Lowest 25% -42 points<br>Rdg. AMO –50<br>Math AMO–62<br>2012 – School B<br>Rdg. Proficiency, 35%<br>Math Proficiency, 55%<br>Rdg. Lrg. Gains, 57 points<br>Math Lrg. Gains, 65 points<br>Rdg. Imp. of Lowest 25% - 79 points<br>Math Imp. of Lowest 25% -75 points<br>Rdg. AMO –45<br>Math AMO–58<br>'11 '10 '09<br>School Grade C C A<br>AYP N N N<br>High Standards Rdg.64 65 56<br>High Standards Math 73 63 67<br>Lrng Gains-Rdg. 60 51 62<br>Lrng Gains-Math 79 46 66<br>Gains-Rdg-25% 67 50 55<br>Gains-Math-25% 84 47 82 |

| Kerian Wilson | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 0 | Years at Current School: 0 |

| | |
|---|---|
| **Areas** | Reading/Literacy |
| **Credentials** | Bachelor of Science in Elementary Education; Master of Science in Educational Leadership; Reading Endorsement, ESOL Endorsement |
| **Performance Record** | 2013 – School Grade C<br>Rdg. Proficiency, 34%<br>Math Proficiency, 42%<br>Rdg. Lrg. Gains, 62 points<br>Math Lrg. Gains, 47 points<br>Rdg. Imp. of Lowest 25% - 74 points<br>Math Imp. of Lowest 25% -57 points<br>Rdg. AMO –54<br>Math AMO–63<br>2012 – School Grade B<br>Rdg. Proficiency, 35%<br>Math Proficiency, 49%<br>Rdg. Lrg. Gains, 69 points<br>Math Lrg. Gains, 70 points<br>Rdg. Imp. of Lowest 25% - 95 points<br>Math Imp. of Lowest 25% -71 points<br>Rdg. AMO –50<br>Math AMO–59<br>'11 '10 '09<br>School Grade D D B<br>AYP N N Y<br>High Standards Rdg. 49 46 53<br>High Standards Math 58 52 60<br>Lrng Gains-Rdg. 59 50 63<br>Lrng Gains-Math 62 52 69<br>Gains-Rdg-25% 40 42 70<br>Gains-Math-25% 67 65 87 |

**Classroom Teachers**

**# of classroom teachers**
28

**# receiving effective rating or higher**
22, 79%

**# Highly Qualified Teachers**
61%

**# certified in-field**
17, 61%

**# ESOL endorsed**
12, 43%

**# reading endorsed**

5, 18%

**# with advanced degrees**

14, 50%

**# National Board Certified**

1, 4%

**# first-year teachers**

1, 4%

**# with 1-5 years of experience**

5, 18%

**# with 6-14 years of experience**

17, 61%

**# with 15 or more years of experience**

5, 18%

## Education Paraprofessionals

**# of paraprofessionals**

**# Highly Qualified**

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**

**# receiving effective rating or higher**

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Principal holds regular meetings with new teachers.
New teachers are paired with veteran staff.
Solicit referrals from current employees, Region Centers, and district.
Principal provides meaningful professional development opportunities for new teachers.

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

N/A

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The MTSS Team consists of the following: Principal, Assistant Principal, School Psychologist, School Counselor, and Reading Coach.
Tier 1(Leadership Team)

• Tracie Lewis (Principal) and Jackson Nicolas (Assistant Principal) who will ensure commitment and allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
• Reading Coaches (Lakevia Ford-white & Kerian Wilson); Math Coach (Cliffina Johnson); Science Coach (Leasha Hill); share the common goal of improving instruction for all students
• Special education personnel (Simona Smith)
• School guidance counselor (Frances Vasquez)
• School psychologist (Sarah Garcia)
• School social worker (Carole Turner)
• Member of advisory group, community stakeholders (Darryl Holsendolph, Thema Campbell, Cedric McMinn) , parents (Luis Diaz, Nakita Young, Rischena Hallman, Melissa Morgan, Erika Cruz)
• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (Monthly) to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
The school psychologist (Sarah Garcia), social worker (Carole Turner), assistant principal ( Jackson Nicolas) School guidance counselor (Frances Vasquez) and Reading Coaches (Lakevia Ford-white & Kerian Wilson) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
The principal (Tracie Lewis), Special education personnel (Simona Smith), Math Coach (Cliffina Johnson), Science Coach (Leasha Hill), Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• EasyCBM
• STAR reading assessment
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades

• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Functional Assessment
• Frequency Monitoring

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The MTSS is completely supported by the administrative team of the school along with all members of the Team. Communication is key when supporting the MTSS process. All TEAM members work with the teachers and staff at Charles R. Drew to keep the system effectively flowing. Frequent meetings helps keep all members in communication while highlighting both short and long term goals.

## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 10,800

Students will receive instruction and intervention in core academic subjects.

### Strategy Purpose(s)

• Instruction in core academic subjects

### How is data collected and analyzed to determine the effectiveness of this strategy?

Review Progress Monitoring data to ensure progress is being made and adjust intervention as needed.

### Who is responsible for monitoring implementation of this strategy?

The Reading Coaches and administration.

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

| Name | Title |
| --- | --- |
| Tracy N. Lewis | Principal |
| Jackson Nicolas | Assistant Principal |

| Name | Title |
|---|---|
| Lakevia Ford-white | Reading Coach |
| Cliffina Johnson | Math Coach |
| Leasha Hill | Science Coach |
| Frances Vasquez | Guidance Counselor |
| Sara Garcia | School Psychologist |
| Carol Turner | Social Worker |
| Simona Smith | SPED Teacher |
| TBA | EESAC Chair |

**How the school-based LLT functions**

The Literacy Leadership Team (LLT) will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to special needs populations, such as at-risk, SWD, and ELL students.
The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.

**Major initiatives of the LLT**

The Literacy Leadership Team (LLT) will focus on reading and writing achievement. All teachers will receive professional development in scientifically based reading instruction, including strategies to teach reading and the new Common Core State Standards (CCSS). Teachers will also receive professional development in areas of the writing process, FCAT Writing Rubric Scoring, and incorporating lessons which focus on enhancing conventions, improving supporting details, and developing voice in writing.
All teachers will use data to build skills and accelerate academic growth in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary and comprehension. In addition, the LLT will implement a school-wide writing program that focuses on vocabulary development and process writing skills.

## Every Teacher Contributes to Reading Instruction

**How the school ensures every teacher contributes to the reading improvement of every student**

Charles R. Drew K-8 Center will implement a school-wide Reading curriculum which includes all grade-level and special area teachers. All instructional staff will be required to integrate research based reading strategies within their respective areas to support and improve students' reading skills.
The reading coach and district curriculum support specialist will provide ongoing professional development to all instructional staff. In addition, instructional staff attending District professional development sessions will be required to share the information from workshops with their grade-level and/or subject area teachers.
Evidence of implementation will be monitored during classroom walkthroughs, review of lesson plans, and informal & formal assessment data will implement a school-wide Reading curriculum which includes all grade-level and special area teachers. All instructional staff will be required to integrate research based reading strategies within their respective areas to support and improve students' reading skills.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Charles R. Drew K-8 Center works closely with the neighboring preschools. At our school-site, we have the Head Start Program for three and four year olds. In May of each school year, our Kindergarten teachers invite the incoming kindergarten students and teachers from this program, along with their parents, to a Transition Meeting. At our Transition to Kindergarten Parent Meeting, we will provide information about the Kindergarten Curriculum, Childhood Development Stages, Skills that Ease the Transition to Kindergarten, & Registration Procedures for the 2013-2014 school year.

At Charles R. Drew K-8 Center, all incoming Kindergarten students are assessed for school readiness by using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS is made up of two separate measures: the Early Childhood Observation System (ECHOS), and the Florida Assessments for Instruction in Reading – K (FAIR-K). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers. FAIR measures the growth and development of early literacy skills.

Data from FAIR and FLKRS will be used to plan instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. FAIR will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

# Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 50% | 30% | No | 55% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 50% | 31% | No | 55% |
| Hispanic | | | | |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 31% | 0% | No | 38% |
| Economically disadvantaged | 49% | 30% | No | 54% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 39 | 25% | 30% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 8% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | | 50% | 55% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 51% | 56% |

**Comprehensive English Language Learning Assessment (CELLA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | *[data excluded for privacy reasons]* | | 19% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | *[data excluded for privacy reasons]* | | 10% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | *[data excluded for privacy reasons]* | | 10% |

## Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 17 | 50% | 55% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | 0% |

## Area 3: Mathematics

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 62% | 45% | No | 66% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 63% | 47% | No | 66% |
| Hispanic | | | | |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 49% | 29% | No | 54% |
| Economically disadvantaged | 61% | 45% | No | 65% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 43 | 27% | 31% |
| Students scoring at or above Achievement Level 4 | 27 | 17% | 19% |

### Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | | 50% | 55% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 42% | 48% |

## Area 4: Science

### Elementary School Science

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 14 | 34% | 38% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 9% |

#### Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

## Area 8: Early Warning Systems

### Elementary School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 28 | 7% | 6% |
| Students retained, pursuant to s. 1008.25, F.S. | 2 | 1% | 1% |
| Students who are not proficient in reading by third grade | 29 | 76% | 68% |
| Students who receive two or more behavior referrals | 61 | 18% | 17% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 22 | 6% | 5% |

**Middle School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | | | |
| Students who fail a mathematics course | 5 | 11% | 10% |
| Students who fail an English Language Arts course | 4 | 9% | 8% |
| Students who fail two or more courses in any subject | 4 | 9% | 8% |
| Students who receive two or more behavior referrals | | | |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | | | |

# Goals Summary

**G1.** Our goal for the 2013-2014 school year is to ensure teachers implement effective mathematics instruction aligned to standards through the gradual release model including strategies and accommodations.

**G2.** For the 2013-2014 school year, we will partner with the Shake-A-Leg Program to provide our students with an opportunity to participate in an after-school program that focuses on science.

**G3.** Our goal for the 2013-2014 school year is to ensure teachers implement effective reading instruction aligned to standards through the gradual release model including strategies and accommodations.

**G4.** Our goal for the 2013-2014 school year is to ensure teachers explicitly infuse the scientific process and increase hands-on and inquiry based instruction.

**G5.** Our goal for the 2013-2014 school year is to ensure effective writing through quality instruction of the writing process across content.

**G6.** Our school will increase student attendance and decrease suspensions by implementing PBS.

# Goals Detail

**G1.** Our goal for the 2013-2014 school year is to ensure teachers implement effective mathematics instruction aligned to standards through the gradual release model including strategies and accommodations.

**Targets Supported**
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**
- Master Schedule GoMath Resources SuccessMaker Instructional Focus Calendars Iready Resources EduSoft Reports ThinkGate Reports

**Targeted Barriers to Achieving the Goal**
- Teachers did not utilize higher order thinking skills to assist students in mastering higher level mathematical content.
- Teachers did not effectively use data to differentiate instruction.
- Teachers did not consistently teach basic foundational mathematical skills to students.
- Teachers were not provided sufficient time to instruct students based on their weaknesses.
- Teachers did not consistently infuse math literature into lessons.

**Plan to Monitor Progress Toward the Goal**

Ongoing progress monitoring of data through data chats (ie. teacher-student data meetings, coach-teacher data meeting)

### Person or Persons Responsible
Administration, Math Coach

### Target Dates or Schedule:
Monthly

### Evidence of Completion:
Formative: Prerequisite,Monthly Mini-Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2014 FCAT Math Test

**G2.** For the 2013-2014 school year, we will partner with the Shake-A-Leg Program to provide our students with an opportunity to participate in an after-school program that focuses on science.

### Targets Supported

- STEM

- STEM - All Levels

- CTE

### Resources Available to Support the Goal

- 

### Targeted Barriers to Achieving the Goal
- We have limited evidence of participation in STEM projects and other district math and science related activities.

**Plan to Monitor Progress Toward the Goal**

Monitor Class Instruction, Science Interims, Judged Science Projects, FCAT results

### Person or Persons Responsible
Administration, Math & Science Coach

### Target Dates or Schedule:
Ongoing

### Evidence of Completion:
Student Participation in FAIR Expo, the amount of Completed Science Projects, Assessment Data

**G3.** Our goal for the 2013-2014 school year is to ensure teachers implement effective reading instruction aligned to standards through the gradual release model including strategies and accommodations.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

### Resources Available to Support the Goal

- Instructional Focus Calendars McGraw-Hill Reading Series Saxon Resources SuccessMaker EduSoft Reports ThinkGate Reports FCRR Resources Reading A-Z

### Targeted Barriers to Achieving the Goal

- Teachers lacked the ability to deliver lessons that followed an instructional routine.

- Teachers had difficulty instructing students how to synthesize complex text and gain understanding of high cognitive complex information.

- Teachers had difficulty instructing students with reading and comprehending complex text that includes: main idea, author's purpose, cause and effect, text structure, theme and topic, and compare/contrast.

- Teachers did not effectively instruct students how to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within text.

- There was a lack of structure in reading intervention services.

## Plan to Monitor Progress Toward the Goal

Literacy Leadership Team (LLT) will meet monthly to monitor student progress, and the effectiveness of program delivery based on data.

### Person or Persons Responsible

Literacy Leadership Team (LLT)

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Formative Mini-Assessments, Progress Monitoring Reports, Performance on Monthly Assessment, Interim Data Reports, SAXON Checkpoints

**G4.** Our goal for the 2013-2014 school year is to ensure teachers explicitly infuse the scientific process and increase hands-on and inquiry based instruction.

### Targets Supported

- Science

- Science - Elementary School

- Science - Middle School

### Resources Available to Support the Goal

- 

### Targeted Barriers to Achieving the Goal

- 

  - There was a lack of effective reading strategies across the curriculum to promote connections between literature, writing and science.

  - Teachers had difficulty instructing students how to utilize critical thinking strategies to answer higher order thinking questions.

  - Teachers inconsistently utilized data to drive instruction.

## Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring of data through data chats (ie. teacher-student data meetings, coach-teacher data meeting and administration-teacher meetings.)

### Person or Persons Responsible

Administration, Science Coach

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Formative District assessment and school generated assessments Summative The Science Coach and Administration will monitor instruction via informal and formal observations. Reviews of student journal entries, graphic organizers, and current events that are pasted and/or stapled into the science journal. Results from the 2014 FCAT Science Assessment

**G5.** Our goal for the 2013-2014 school year is to ensure effective writing through quality instruction of the writing process across content.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Writing Rubric Write Score Reports

### Targeted Barriers to Achieving the Goal

- Teachers did not provide adequate instruction in the areas of focus, support and elaboration.

**Plan to Monitor Progress Toward the Goal**

Review formative assessment data reports, classroom assessments, classroom observations, Student Data Chats, Class and individual monitoring reports and monitoring of common planning to ensure progress is being made and adjust instruction as required.

### Person or Persons Responsible
Administration, Reading Coach and ETO Instructional Supervisor

### Target Dates or Schedule:
Ongoing

### Evidence of Completion:
Formative: Scores from monthly writing assessments using the 4th Grade Writing Rubric. Student Journals, Student Writing Folder, Results from the 2014 FCAT Writing Assessment

**G6.** Our school will increase student attendance and decrease suspensions by implementing PBS.

### Targets Supported
- EWS
- EWS - Elementary School
- EWS - Middle School

### Resources Available to Support the Goal
- RAMS Bucks Behavior chart

### Targeted Barriers to Achieving the Goal
- The teachers are not proficient with implementing PBS (Positive Behavior Systems).

**Plan to Monitor Progress Toward the Goal**

Monthly PBS meetings

### Person or Persons Responsible
Administration, PBS Team

### Target Dates or Schedule:
Monthly

### Evidence of Completion:
Various reports, RTI database

# Action Plan for Improvement

**Problem Solving Key**

**G** = Goal          **B** = Barrier          **S** = Strategy

**G1.** Our goal for the 2013-2014 school year is to ensure teachers implement effective mathematics instruction aligned to standards through the gradual release model including strategies and accommodations.

**G1.B1** Teachers did not utilize higher order thinking skills to assist students in mastering higher level mathematical content.

**G1.B1.S1** Incorporate a variety of Higher Order Thinking Strategies into lesson delivery.

### Action Step 1

Utilize the Gradual Release of Responsibility Model for planning and lesson delivery

**Person or Persons Responsible**

Classroom Teachers, Math Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign In Sheets, Classroom Walkthroughs

## Plan to Monitor Fidelity of Implementation of G1.B1.S1

Monitor benchmark assessment data reports to ensure progress is being made and adjust instruction as needed.

**Person or Persons Responsible**

Administration, Math Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Prerequisite,Monthly Mini-Assessments tied to NGSSS,teacher-made assessments, Interim Assessments

**Plan to Monitor Effectiveness of G1.B1.S1**

Ongoing progress monitoring of data through data chats (ie. teacher-student data meetings, coach-teacher data meeting)

### Person or Persons Responsible

Administration, Math Coach

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Prerequisite,Monthly Mini-Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2014 FCAT Math Test

**G1.B2** Teachers did not effectively use data to differentiate instruction.

**G1.B2.S1** Use data to set goals and differentiate instruction.

### Action Step 1

Teachers and coaches will meet on a weekly basis to set goals for class and students. During common planning differentiated instruction groups will be created.

### Person or Persons Responsible

Classroom Teachers, Math Coach

### Target Dates or Schedule

Weekly

### Evidence of Completion

Lesson Plans, Classroom Walk throughs, DI Binder, Sign In Sheets

## Plan to Monitor Fidelity of Implementation of G1.B2.S1

Review monthly assessment data reports to ensure the math program is being implemented with fidelity and the data is used to differentiate and drive instruction.

### Person or Persons Responsible

Math Coach, Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Prerequisite, Monthly Mini- Assessments tied to NGSSS, teacher-made assessments, Interim Assessments

## Plan to Monitor Effectiveness of G1.B2.S1

Administration and coach will monitor intervention and small group differentiated instruction to ensure teachers are addressing student deficiencies.

### Person or Persons Responsible

Math Coach, Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Prerequisite, Monthly Mini- Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 20143 FCAT Math Test

**G1.B3** Teachers did not consistently teach basic foundational mathematical skills to students.

**G1.B3.S1** Create math interventions that address each student deficiency.

### Action Step 1

Create monthly IFC's to target secondary benchmarks

#### Person or Persons Responsible

Classroom Teachers, Math Coach

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

IFC Calendar, Common Planning Agenda, Sign In Sheets

**Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Administration and coach will monitor small group differentiated instruction to ensure teachers are addressing student deficiencies.

**Person or Persons Responsible**

Administration, Math Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: Prerequisite, Monthly Mini- Assessments tied to NGSSS, teacher-made assessments, Interim Assessments

**Plan to Monitor Effectiveness of G1.B3.S1**

Review monthly assessment data reports to ensure the math program is being implemented with fidelity and the data is used to differentiate and drive instruction.

**Person or Persons Responsible**

Administration, Math Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Prerequisite, Monthly Mini- Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2014 FCAT Math Test

**G1.B4** Teachers were not provided sufficient time to instruct students based on their weaknesses.

**G1.B4.S1** Provide students with necessary interventions and enrichments as reflected by assessment data.

### Action Step 1

Provide additional math time in the master schedule to facilitate interventions through small group instruction and hands-on activities to address secondary benchmarks.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Master Schedule

### Plan to Monitor Fidelity of Implementation of G1.B4.S1

Classroom walkthroughs to monitor the pacing of lessons.

**Person or Persons Responsible**

Math Coach, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Prerequisite, Monthly Mini- Assessments tied to NGSSS, teacher-made assessments, Interim Assessments

### Plan to Monitor Effectiveness of G1.B4.S1

Review schedules as needed and conduct classroom observations to evaluate pacing of instruction.

**Person or Persons Responsible**

Administration, Math

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Prerequisite, Monthly Mini- Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2014 FCAT Math Test

**G1.B5** Teachers did not consistently infuse math literature into lessons.

**G1.B5.S1** Infuse math literature into the lesson to reinforce skills and improve comprehension to solve real-world problems using higher order thinking skills.

### Action Step 1

Utilize the Gradual Release of Responsibility Model when planning and lesson delivery. Create opportunities in math block that will allow students to read math literature. Identify students and place in appropriate interventions. Monitor student progress and regroup to maintain fluidity.

#### Person or Persons Responsible

Classroom Teachers, Math Coach

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Sign In Sheets, Agendas, Lesson Plans

## Plan to Monitor Fidelity of Implementation of G1.B5.S1

Review lesson plans to ensure that Instructional Focus Calendars address all secondary benchmarks.

#### Person or Persons Responsible

Administration, Math Coach

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: Prerequisite, Monthly Mini-Assessments tied to NGSSS, teacher-made assessments, Interim Assessments

**Plan to Monitor Effectiveness of G1.B5.S1**

Review lesson plans to ensure that Instructional Focus Calendars address all secondary benchmarks and math literature is infused in classroom instruction. Monitor small group differentiated instruction to ensure teachers are addressing student deficiencies and adjust interventions as needed.

### Person or Persons Responsible

Administration, Math Coach

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Prerequisite, Monthly Mini-Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2014 FCAT Math Test

**G2.** For the 2013-2014 school year, we will partner with the Shake-A-Leg Program to provide our students with an opportunity to participate in an after-school program that focuses on science.

**G2.B1** We have limited evidence of participation in STEM projects and other district math and science related activities.

**G2.B1.S1** The Mathematics & Science Coaches will collaborate with teachers on integrating math & science lesson plans/activities. Also, the Mathematics & Science Coaches will plan with teachers to ensure teachers are teaching standards with rigor and implementing STEM practices in their classrooms.

### Action Step 1

The Mathematics & Science Coaches will plan with teachers to ensure teachers are incorporating STEM strategies with rigor.

### Person or Persons Responsible

Administration, Math & Science Coach

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Sign In Sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Class Walkthroughs

**Person or Persons Responsible**

Administration, Math & Science Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Science Projects, student folders, Student Participation in FAIR Expo

**Plan to Monitor Effectiveness of G2.B1.S1**

Monitor Monthly Science and Math Assessments, Monitor enrollment in advanced courses

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoinig

**Evidence of Completion**

Student Work Folders & Projects

**G3.** Our goal for the 2013-2014 school year is to ensure teachers implement effective reading instruction aligned to standards through the gradual release model including strategies and accommodations.

**G3.B1** Teachers lacked the ability to deliver lessons that followed an instructional routine.

**G3.B1.S1** Plan for and deliver lessons that follow an instructional routine.

### Action Step 1

The teacher will conduct Saxon intervention with a select group of students based on their reading level 5 days a week for 1 hour.

**Person or Persons Responsible**

Classroom teacher

**Target Dates or Schedule**

daily

**Evidence of Completion**

lesson plans, student engagement

**Facilitator:**

Reading Coaches

**Participants:**

Classroom teacher

## Plan to Monitor Fidelity of Implementation of G3.B1.S1

The Reading Coaches will train and provide resources for teachers to successfully implement Saxon intervention.

**Person or Persons Responsible**

Reading Coaches

**Target Dates or Schedule**

daily

**Evidence of Completion**

Sign In Sheets, Formative: Informal assessments, Formative Monthly Benchmark Assessments, District Interim Assessments, FAIR, and SuccessMaker Reports

**Plan to Monitor Effectiveness of G3.B1.S1**

The Literacy Leadership Team (LLT) will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress.

### Person or Persons Responsible

Literacy Leadership Team (LLT)

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Informal assessments, Formative Monthly Benchmark Assessments, District Interim Assessments, FAIR, and SuccessMaker Reports, OPM Reorts Summative: 2014 FCAT Reading Assessment

**G3.B2** Teachers had difficulty instructing students how to synthesize complex text and gain understanding of high cognitive complex information.

**G3.B2.S1** Provide opportunities for critical thinking strategies during instruction.

### Action Step 1

Teachers will plan and execute rigorous instruction.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Sign In Sheets, Lesson Plans

**Plan to Monitor Fidelity of Implementation of G3.B2.S1**

The administrative team and coaches will review IFC's during common planning and daily classroom walkthroughs.

**Person or Persons Responsible**

Reading Coaches, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom Walkthroughs, Monthly Assessments, Interim Assessments, Student Work Folders

**Plan to Monitor Effectiveness of G3.B2.S1**

Monitoring of common planning, lesson plans and classroom observations to ensure appropriate scaffolding, strategies and use of HOTS strategies including low, moderate and high complexity questions.

**Person or Persons Responsible**

Reading Coaches, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Monthly Assessments Interim Assessments Student Work Folders

**G3.B3** Teachers had difficulty instructing students with reading and comprehending complex text that includes: main idea, author's purpose, cause and effect, text structure, theme and topic, and compare/contrast.

**G3.B3.S1** Utilize reading comprehension and writing strategies.

### Action Step 1

Incorporate opportunities for high performing students to read literature on their reading level.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Reading Logs, AR reports, SuccessMaker Reports, Student work folders

### Plan to Monitor Fidelity of Implementation of G3.B3.S1

Conduct teacher and student data chats.

**Person or Persons Responsible**

Reading Coaches, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Interim and Monthly Assessments

### Plan to Monitor Effectiveness of G3.B3.S1

Conduct teacher and student data chats Class and individual students tracking of Interim/Monthly Assessments

**Person or Persons Responsible**

Reading Coaches, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Mini-Assessments Progress Monitoring Reports (i.e. AR & SuccessMaker Reports) Performance on Monthly Assessment Interim Data Reports

**G3.B4** Teachers did not effectively instruct students how to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within text.

**G3.B4.S1** Implement and monitor the effective use of data driven instruction.

### Action Step 1

Teachers will plan and implement activities that involve the use of collecting, creating and interpreting charts and graphs.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work folders, Classroom Observations

### Plan to Monitor Fidelity of Implementation of G3.B4.S1

The administrative team and coaches will conduct daily classroom walkthroughs, use data tracking devices to track student performance.

**Person or Persons Responsible**

Reading Coaches, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

FAIR data, Bi-weekly and Interim assessment Reports; Summative: 2014 FCAT Reading Assessment

**Plan to Monitor Effectiveness of G3.B4.S1**

Lesson Plan evaluation; Monitoring of Common Planning ; Classroom observations of implementation; Student work folder evaluation

**Person or Persons Responsible**

Reading Coaches, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Monthly Assessments Interim Assessments Student Work Folders

**Plan to Monitor Fidelity of Implementation of G3.B5.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G3.B5.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Fidelity of Implementation of G3.B5.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G3.B5.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G4.** Our goal for the 2013-2014 school year is to ensure teachers explicitly infuse the scientific process and increase hands-on and inquiry based instruction.

**G4.B2** There was a lack of effective reading strategies across the curriculum to promote connections between literature, writing and science.

**G4.B2.S1** Provide opportunities for teachers to integrate Common Core science-based reading passages and power writing that lead to building literacy in the science classroom.

### Action Step 1

Teachers will plan with Science Coach and develop strategies to incorporate science- content literature into lessons.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom walkthroughs, lesson plans

### Plan to Monitor Fidelity of Implementation of G4.B2.S1

Administrators and the Science Coach will conduct ongoing progress monitoring of these students by analyzing data from Pre/Post-tests, Monthly Assessments, Interim Assessments, Science FCAT 2.0, Teacher Observations and Administrative Observations

#### Person or Persons Responsible

Science Coach, Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Administrator walkthroughs and coaching cycle

**Plan to Monitor Effectiveness of G4.B2.S1**

Classroom walkthroughs to monitor teacher questioning strategies,rigor of student work and to observe the integration of literacy into the classroom.

### Person or Persons Responsible

Science Coach, Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative District assessment and school generated assessments Summative The Science Coach and Administration will monitor instruction via informal and formal observations. Reviews of student journal entries, graphic organizers, and current events that are pasted and/or stapled into the science journal. Results from the 2014 FCAT Science Assessment

**G4.B3** Teachers had difficulty instructing students how to utilize critical thinking strategies to answer higher order thinking questions.

**G4.B3.S1** During common planning develop and answer higher order thinking questions to anticipate student responses and guide students to the correct answer.

### Action Step 1

Teachers will develop higher thinking questions during common planning.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Sign In Logs, Lesson Plans

**Plan to Monitor Fidelity of Implementation of G4.B3.S1**

The Science Coach will conduct walkthroughs and observe the use of higher thinking questions.

**Person or Persons Responsible**

Science Coach, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review formative assessment data reports and classroom assessments, classroom observation reports,

**Plan to Monitor Effectiveness of G4.B3.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G4.B4** Teachers inconsistently utilized data to drive instruction.

**G4.B4.S1** Provide teachers with an opportunity to participate in a DATA Analysis Workshop.

### Action Step 1

Teachers will register and attend DATA Analysis in-house workshop.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

PD Rosters, sign-in sheets

**Facilitator:**

Science Coach

**Participants:**

Teachers

## Plan to Monitor Fidelity of Implementation of G4.B4.S1

Conduct PLC (common planning) sessions at least once a week for each grade level to be run by the instructional coach. Prepare an agenda prior to the meetings and complete a log to document meeting notes.

**Person or Persons Responsible**

Science Coach, Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Formative District assessment and school generated assessments

**Plan to Monitor Effectiveness of G4.B4.S1**

Provide a survey to determine whether the DATA analysis workshop met teachers' needs.

### Person or Persons Responsible

Science Coach, Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Survey Results

**G5.** Our goal for the 2013-2014 school year is to ensure effective writing through quality instruction of the writing process across content.

**G5.B1** Teachers did not provide adequate instruction in the areas of focus, support and elaboration.

**G5.B1.S1** Provide instruction in the various modes of writing throughout the entire writing process.

### Action Step 1

Provide professional development on the writing instructional framework to allow students to develop draft, edit and revise.

### Person or Persons Responsible

ETO Writing CSS

### Target Dates or Schedule

10/02/13

### Evidence of Completion

Agenda Sign-in Sheet

### Facilitator:

Shante Thompson ETO Writing CSS

### Participants:

Ms. Ford-White Ms. Carrington

### Action Step 2

Model the writing process using students writing pieces, mentor text, and teacher generated writing pieces.

#### Person or Persons Responsible

Literacy Coach, ETO Writing CSS, Writing Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Journal Lesson Plans Coaching Log

### Action Step 3

Conduct coaching cycles and model the components of the writing process.

#### Person or Persons Responsible

Shante Thompson ETO Writing CSS

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Coaching Log Feedback from ETO

### Action Step 4

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing

#### Person or Persons Responsible

Literacy Coach, ETO Writing CSS, Writing Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Writing Instructional Framework Student Journal Common Planning Agenda and Sign-in sheet Coaching Log

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

The administrative team and coaches will conduct daily classroom walkthroughs and use data tracking devices to track student performance.

**Person or Persons Responsible**

Principal Assistant Principal ETO Instructional Supervisor Reading Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Journals Common Planning Agenda - Sign in Sheets Lesson Plans Coaching Log Formative: Monthly Writing Assessments and District Pre/Post Writing Assessments Summative: 2014 FCAT Writing Assessment.

**Plan to Monitor Effectiveness of G5.B1.S1**

Administrators and the Reading Coach will conduct ongoing progress monitoring through Pre/Post Test, Monthly Writing Assessments, Teacher Observation, Administrative Observations, and analyze data from assessments.

**Person or Persons Responsible**

Administrators, Reading Coach, ETO Instructional Supervisor

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Monthly Writing Assessments and District Pre/Post Writing Assessments Summative: 2014 FCAT Writing Assessment.

**G5.B1.S2** Plan for and deliver writing lessons that follow an instructional routine.

### Action Step 1

Work collaboratively during planning to develop lessons that are aligned to the Writing at a Glance and the Instructional Framework.

**Person or Persons Responsible**

Literacy Coach, ETO Writing CSS, Writing Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Common Planning Agenda and Sign-in-Sheet Coaching Log

### Action Step 2

Conduct coach cycles and model the implementation of the gradual release model within the writing instructional block.

**Person or Persons Responsible**

Literacy Coach, ETO Writing CSS

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Coaching Log Feedback from ETO on log

### Action Step 3

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G5.B1.S2**

Monitor instructional routines ensuring that the purpose for the writing instruction is set; the model of explicit instruction is demonstrated utilizing the gradual release in common planning and during classroom instruction.

### Person or Persons Responsible

Administration ETO Instructional Supervisor

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Walkthrough Documentation Common Planning Agenda Student Journals

**Plan to Monitor Effectiveness of G5.B1.S2**

The Reading Coach will prepare monthly assessments in both modes of writing.

### Person or Persons Responsible

Administration, Reading Coach, ETO Instructional Supervisor

### Target Dates or Schedule

Monthly

### Evidence of Completion

Monthly Writing Prompts

**G5.B1.S3** Implement and monitor the effective use of data in writing instruction.

### Action Step 1

Provide professional development on utilizing data to align instructional resources for differentiating writing instruction.

**Person or Persons Responsible**

ETO Writing CSS

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Agenda Sign-in Sheets

**Facilitator:**

Shante Thompson

**Participants:**

Ms. Ford-White Ms. Carrington

### Action Step 2

Create small groups based on the four components of the rubric utilizing writing data.

**Person or Persons Responsible**

Literacy Coach, ETO Writing CSS, Writing Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

DI Lesson Plans Grouping Template

**Plan to Monitor Fidelity of Implementation of G5.B1.S3**

Monitor the use of data being used to drive instruction.

### Person or Persons Responsible

Administration Reading Coach ETO Instructional Supervisor

### Target Dates or Schedule

Monthly

### Evidence of Completion

LLT Meeting Agenda and Sign-in-Sheet Leadership Meeting Notes

**Plan to Monitor Effectiveness of G5.B1.S3**

The Reading Coach will develop monthly writing prompts in both modes of writing.

### Person or Persons Responsible

Administration Reading Coach ETO Instructional Supervisor

### Target Dates or Schedule

Monthly

### Evidence of Completion

Monthly Writing Assissment Testing Schedule

**G6.** Our school will increase student attendance and decrease suspensions by implementing PBS.

**G6.B1** The teachers are not proficient with implementing PBS (Positive Behavior Systems).

**G6.B1.S1** The PBS coach/counselor and selected staff will introduce and train teachers on how to implement PBS effectively.

### Action Step 1

Introduce and implement PBS system

### Person or Persons Responsible

PBS Coach and selected staff

### Target Dates or Schedule

Ongoing

### Evidence of Completion

PBS charts, student folders,

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Class walkthroughs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student PBS folders, PBS charts

**Plan to Monitor Effectiveness of G6.B1.S1**

Monitor the amount SCAMS, referrals and suspensions

**Person or Persons Responsible**

Administration, Counselor

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

SCAM reports, PBS reports

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How federal, state, and local funds, services, and programs are coordinated and integrated at the school**

Title I, Part A
Services are provided to ensure that Charles R. Drew K-8 Center students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and underprivileged students.
Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.
Title I, Part D
Charles R. Drew K-8 Center receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
Charles R. Drew K-8 Center uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:
• Parent Outreach activities (K-12)
• Professional development of best practices for ESOL and content area teachers
• Reading and supplementary instructional materials (K-12)
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.
Title VI, Part B – N/A
Title X- Homeless
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors of the McKinney Vento Homeless Assistance Act, ensuring homeless

children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless, and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity and awareness campaign to all the schools, each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a-community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be implementing a summer academic enrichment camp for students in four homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Supplemental Academic Instruction (SAI)
Charles R. Drew K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
The Violence Prevention Program consists of:
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program.
Nutrition Programs
1. Charles R. Drew K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A
Head Start
The Head Start Program is located at Charles R. Drew K-8 Center. Charles R. Drew K-8 Center and the Head Start staff participate in joint activities, such as professional development and transition procedures. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.
Adult Education
N/A
Career and Technical Education
Charles R. Drew K-8 Center holds an Annual Career Day. The primary objective of Career Day is to acquaint students with the various opportunities available for future employment. Presenters are encouraged to discuss the types of careers available within their organization and the qualifications for those positions. These opportunities allow students to hear about the array of career opportunities open to them and provide them with a better understanding about the process of considering prospective career choices.
Job Training
N/A
Other
Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts

our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G3.** Our goal for the 2013-2014 school year is to ensure teachers implement effective reading instruction aligned to standards through the gradual release model including strategies and accommodations.

**G3.B1** Teachers lacked the ability to deliver lessons that followed an instructional routine.

**G3.B1.S1** Plan for and deliver lessons that follow an instructional routine.

### PD Opportunity 1

The teacher will conduct Saxon intervention with a select group of students based on their reading level 5 days a week for 1 hour.

**Facilitator**

Reading Coaches

**Participants**

Classroom teacher

**Target Dates or Schedule**

daily

**Evidence of Completion**

lesson plans, student engagement

**G4.** Our goal for the 2013-2014 school year is to ensure teachers explicitly infuse the scientific process and increase hands-on and inquiry based instruction.

**G4.B4** Teachers inconsistently utilized data to drive instruction.

**G4.B4.S1** Provide teachers with an opportunity to participate in a DATA Analysis Workshop.

### PD Opportunity 1

Teachers will register and attend DATA Analysis in-house workshop.

**Facilitator**

Science Coach

**Participants**

Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

PD Rosters, sign-in sheets

**G5.** Our goal for the 2013-2014 school year is to ensure effective writing through quality instruction of the writing process across content.

**G5.B1** Teachers did not provide adequate instruction in the areas of focus, support and elaboration.

**G5.B1.S1** Provide instruction in the various modes of writing throughout the entire writing process.

### PD Opportunity 1

Provide professional development on the writing instructional framework to allow students to develop draft, edit and revise.

**Facilitator**

Shante Thompson ETO Writing CSS

**Participants**

Ms. Ford-White Ms. Carrington

**Target Dates or Schedule**

10/02/13

**Evidence of Completion**

Agenda Sign-in Sheet

**G5.B1.S3** Implement and monitor the effective use of data in writing instruction.

### PD Opportunity 1

Provide professional development on utilizing data to align instructional resources for differentiating writing instruction.

#### Facilitator

Shante Thompson

#### Participants

Ms. Ford-White Ms. Carrington

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

Agenda Sign-in Sheets

## Appendix 2: Budget to Support School Improvement Goals

**Budget Summary by Goal**

| Goal | Description | Total |
|------|-------------|-------|
| G3. | Our goal for the 2013-2014 school year is to ensure teachers implement effective reading instruction aligned to standards through the gradual release model including strategies and accommodations. | $200 |
| G5. | Our goal for the 2013-2014 school year is to ensure effective writing through quality instruction of the writing process across content. | $200 |
| | Total | $400 |

**Budget Summary by Funding Source and Resource Type**

| Funding Source | Other | Total |
|----------------|-------|-------|
| Title I | $400 | $400 |
| Total | $400 | $400 |

**Budget Details**

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G3.** Our goal for the 2013-2014 school year is to ensure teachers implement effective reading instruction aligned to standards through the gradual release model including strategies and accommodations.

**G3.B2** Teachers had difficulty instructing students how to synthesize complex text and gain understanding of high cognitive complex information.

**G3.B2.S1** Provide opportunities for critical thinking strategies during instruction.

**Action Step 1**

Teachers will plan and execute rigorous instruction.

**Resource Type**

Other

**Resource**

Composition Books

**Funding Source**

Title I

**Amount Needed**

$200

**G5.** Our goal for the 2013-2014 school year is to ensure effective writing through quality instruction of the writing process across content.

**G5.B1** Teachers did not provide adequate instruction in the areas of focus, support and elaboration.

**G5.B1.S1** Provide instruction in the various modes of writing throughout the entire writing process.

### Action Step 2

Model the writing process using students writing pieces, mentor text, and teacher generated writing pieces.

**Resource Type**

Other

**Resource**

Composition Books

**Funding Source**

Title I

**Amount Needed**

$200