

2013-2014 SCHOOL IMPROVEMENT PLAN

Charles Drew Elementary School
1000 NW 31ST AVE
Pompano Beach, FL 33069
754-322-6250

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 C
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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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Charles Drew Elementary School

Principal

Angeline Flowers

School Advisory Council chair

Camille Orr

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

Name	Title
Carla Hart	Assistant Principal
Anitra Fleming	Primary Reading Coach
Aquilla McDaniel	Intermediate Reading Coach
Josianne Gourdet	Magnet Coordinator/STEM
Camille Orr	ESE Specialist

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

2/19/2014

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

The School Advisory Council membership includes:

Chairperson- Camille Orr

Principal- Angeline Flowers

ESOL Parent Representative-Jeralut Uribe

Business Partners- YMCA, Vitec Consulting Group, John Knox Village

Community Representatives- Kappa Alpha Psi Fraternity, Alpha Phi Alpha Fraternity

Parent Innovation Zone Representative- Elizabeth Boyd

ESE Parent Representative- Lushon Mohorn

PreK Parent Representative- Rachel Bradley

BTU Steward-Marina Frankovitz

Gifted Parent Representative- Sylvanette Williams

Teachers- Phillippe Wells

SAF Chairperson- Elizabeth Boyd

Non-Instructional Representative- Marie Robert

A majority (more than half) of SAC members must not be employed by the Broward County School District. Required members include the School Principal, BTU Steward, School Advisory Forum (SAF) Chair (Co-Chair) or designee, Community School Representative, ESE, ESOL, and Gifted parent representatives, and students (if applicable). The ESE, ESOL, and Gifted representative must be a parent of a student at the school. One SAC parent member will be elected as an Innovation Zone (IZ) representative.

All stakeholders are invited to attend SAC meetings as non-voting participants without regard to membership on the SAC.

Involvement of the SAC in the development of the SIP

SAC collaborated with administration and SIP committee chairpersons to develop, review, and provide feedback on the proposed plan. A copy of the draft was given to each SAC member to review and adjustments were made as needed.

Activities of the SAC for the upcoming school year

SAC will monitor the implementation and effectiveness of the SIP by reviewing assessment data at monthly meetings. SAC will also assist the school principal with preparing the school budget. SAC will also make recommendations as to the alignment of instructional staffing and instructional materials to support the SIP.

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

\$3128.00. This allocated amount will be used to support the reading, math, and writing initiatives outlined in the school improvement plan.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

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

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:

Angeline Flowers		
Principal	Years as Administrator: 11	Years at Current School: 6
Credentials	Master's Degree in Educational Leadership	
	Charles R. Drew Elementary Magnet School 2012-2013 Grade: D Reading Mastery: 32% Math Mastery: 41% Science Mastery: 39% Writing: 30% Charles R. Drew Elementary Magnet School 2011-2012 Grade: C	
Performance Record	Reading Mastery: 41% Math Mastery: 39% Science Mastery:33% Writing: 79% Charles R. Drew Elementary Magnet School 2010-2011 Grade: C Reading Mastery: 57% Math Mastery: 54% Science Mastery: 33% Writing: 82%	

Carla Hart		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Master's Degree in Educational Leadership	
	Charles R. Drew Elementary Magnet School 2012-2013 Grade: D Reading Mastery: 32% Math Mastery: 41% Science Mastery: 39% Writing: 30% Charles R. Drew Elementary Magnet School 2011-2012 Grade: C	
Performance Record	Reading Mastery:41% Math Mastery:39% Science Mastery:33% Writing: 79%	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Anitra Fleming

Full-time / District-based

Years as Coach: 3

Years at Current School: 8

Areas

Reading/Literacy

Credentials

Performance Record

Charles R. Drew Elementary Magnet School
 2012-2013
 Grade: D
 Reading Mastery: 32%
 Math Mastery: 41%
 Science Mastery: 39%
 Writing: 30% Charles R. Drew Elementary Magnet School
 2011-2012
 Grade: C
 Reading Mastery: 41%
 Math Mastery: 39%
 Science Mastery:33%
 Writing: 79%

Aquilla McDaniel

Full-time / District-based

Years as Coach: 4

Years at Current School: 9

Areas

Reading/Literacy

Credentials

Performance Record

Charles R. Drew Elementary Magnet School
 2012-2013
 Grade: D
 Reading Mastery: 32%
 Math Mastery: 41%
 Science Mastery: 39%
 Writing: 30% Charles R. Drew Elementary Magnet School
 2011-2012
 Grade: C
 Reading Mastery: 41%
 Math Mastery: 39%
 Science Mastery:33%
 Writing: 79%

Classroom Teachers

of classroom teachers

46

receiving effective rating or higher

46, 100%

Highly Qualified Teachers

100%

certified in-field

46, 100%

ESOL endorsed

46, 100%

reading endorsed

6, 13%

with advanced degrees

13, 28%

National Board Certified

6, 13%

first-year teachers

4, 9%

with 1-5 years of experience

6, 13%

with 6-14 years of experience

28, 61%

with 15 or more years of experience

8, 17%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

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

In order to recruit, and retain highly qualified, certified-in-field-, effective teachers to the school, the principal and assistant principal will attend district sponsored teacher recruitment fair and review resumes of highly qualified applicants. Administrators will also host monthly "chat and chew" with new teachers. The NESS coach will also assign all teachers with less than 3 years of teaching experience with a mentor.

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

Charles R. Drew Elementary Magnet School provides support to all educators new to the district through the New Educator Support System (NESS) and for those teachers who are returning to the classroom after several years, transferring from another site with a different culture, those beginning their second or third year teaching, transferring from another site with a different culture, or changing grade levels. NESS support is designed to meet the needs of those new educators based upon their academic credentials and teaching experience. Support team members include Instructional Coaches, School Liaisons, and Administrators.

Below are the mentor/mentee assignments for the 2013-2014 school year:

Coach/Mentor Mentee (s)

1. Allison McTigue/ A. Clark
2. Camille Orr/ Latrese Wilks
3. Aquilla McDaniel/ Jessica Laredo
4. Anitra Fleming/ Portia Barron
5. Cherelle Kimbrough/ Sheena Wilson
6. Daniel Linado/ Victoria Miller
7. Danielle Glenn-Wright/ Terrance Fuller
8. Aurealle Hughes/ K. Knight
9. Josianne Gourdet/ Natasha Lopez
10. Amy Stramanak/ Adele Taylor
11. Philippe Wells/ Gessy Saint-Villus

NESS participants will meet monthly. Below is a list of the planned activities/meeting themes for the school year.

1. iObservation/Marzano
2. Positive School Wide Discipline Plan
3. RTI Process
4. Implementing Common Core Standards
5. Digging Deep into Data
6. End of Year Protocol

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 school based RTI Team meets on a bi-weekly basis in order to debrief and evaluate the effectiveness of classroom instruction, design/modify instruction to meet individual student needs, review data from on-going-progress monitoring (OPM), and monitor the progress of tiered groups.

The RTI Team will include the following processes in bi-weekly meetings:

- *Assess teacher concerns
- *Inventory student strengths and talents
- *Review background/baseline data
- *Select/ target teacher concerns
- *Set academic or behavioral goals
- *Design an intervention plan

- *Select method for progress monitoring
- *Plan how to share information with the student, parent, and teacher
- *Review the intervention and monitoring plans

The objectives of the RTI Team include assigning and monitoring work of case managers, assuring that all time frames are met, provide parents with notice of referral and requests for a comprehensive evaluation if a disability is suspected. The team also determines the intensity of support that a student may need in order to be successful.

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

Principal- Angeline Flowers

Ms. Flowers is the school's instructional leader. She monitors practice through regular formal and informal classroom visits, one on one meetings with students and teachers to review assessment results, and ensures that all stakeholders are contributing adequately to the full development of our children. Ms. Flowers is also an active member of the School Advisory Council. She provides updates regarding student achievement, and budgetary concerns at each meeting.

Assistant Principal- Carla D. Hart

Mrs. Hart assists with monitoring the implementation of the school's instructional program. She also monitors student discipline. She utilizes the Discipline Management System on the Virtual Counselor database to monitor student referrals, and assess the need for further review by the Behavior Core Team/Threat Assessment Team.

RTI Coordinator/ESE Specialist/SAC Chair-Camille Orr

Ms. Orr monitors the referral process, assigns case managers, and schedules bi-weekly RTI meetings. She communicates with parents regarding student progress and invites them to attend meeting. Ms. Orr also collaborates with case managers to create charts that monitor student process to determine the effectiveness of intervention programs. Ms. Orr also monitors the assessment results of our exceptional student population (students with disabilities, gifted students). Ms. Orr works collaboratively with chairpersons of the school improvement team, parents, and stakeholders to develop the school improvement plan and monitor the school's progress towards their goals. She facilitates monthly SAC meetings and attends area advisory meetings.

ESOL Support Coordinator/Guidance Counselor- Marina Frankovitz

Mrs. Frankovitz works closely with the faculty, staff, parents, and other stakeholders. She provides the support and services needed to contribute to our students academic, social, emotional development, and stability. She facilitates the assessment of our English Language Learners (ELL) and provides personalized support as needed to improve their academic performance. Mrs Frankovitz also services students through her classroom guidance program.

Reading Coaches - Anitra Fleming ; Aquilla McDaniel (Intensive Reading Teacher)

The reading coaches work collaboratively with the principal to guide the Literacy Leadership Team. They also serve as case managers on the RTI team. They monitor the reading assessment results for our students in grades K-5. They provide teachers with instructional support and coaching and conduct small group remediation for specific students in order to raise achievement levels in reading. The reading coaches also attend each SAC meeting and serve as co-chairpersons for the reading committee.

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

The leadership team meets bi-weekly to discuss and monitor student progress through MTSS with a focus on tier 2 and 3 students. This team is also responsible for monitoring and reviewing graphical data to decide if modifications to interventions are needed.

SIP committees meet monthly to monitor the fidelity of the SIP. Each committee will report updates on school goals at monthly SAC 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 that will be used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, writing, and engagement are:

1. Florida Assessment for Instruction in Reading
2. Individual student portfolios
3. Monthly Checkpoint Assessments
4. Broward Assessment Test (BAT) 1 and 2
5. Accelerated Reader
6. Previous year's FCAT scores
7. Diagnostic Reading Assessment (Primary)
8. Diagnostic Assessment of Reading (Intermediate)
9. Wilson Assessment for Encoding and Decoding (WADE)
10. Key Math
11. BAT Beginning of the year Writing Assessment
12. BAT Mid Year of the year Writing Assessment
13. iReady
14. Tier 2 and 3 Intervention Running Records
15. Monthly CORE team meetings (Behavior)
16. Monthly attendance monitoring meetings
17. River Deep Reading and Math

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

In order to build capacity and support understanding of MTSS, professional development will be provided during an early release day during the month of September. This professional development will focus on identifying the characteristics of each tier, graphing student progress and determining the effectiveness of interventions. Throughout the school year, the school psychologist and the ESE Specialist will meet with individual grade levels to provide support and feedback. The RTI team will review the MTSS process with parents and stakeholders at monthly SAC meetings. Individual parents will be notified of updates and student progress through the tiered system.

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 in grades K-5 will receive an additional hour of intensive reading instruction per day by an intensive reading teacher. One intensive reading teacher is provided for each grade level for a total of 6 intervention reading teachers.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Each student in grades K-5 was given an initial diagnostic assessment to determine individual instructional reading levels and placement in small reading groups. Data will be analyzed in specific grade level Professional Learning Communities (PLC's) to determine program effectiveness, student mastery, and teacher delivery. Each intensive reading teacher will assist with on going monitoring of grade level data with teachers, coaches, and administration. This data will be used to make modifications to the instructional program as needed.

Who is responsible for monitoring implementation of this strategy?

Each intensive reading teacher is responsible for collecting and monitoring assigned grade level data and sharing this data with Reading Coach and administration.

The administration will oversee and monitor the effectiveness of the extended day program by weekly review and collaboration with the intervention teachers.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Angeline Flowers	Principal
Carla Hart	Assistant Principal
Camille Orr	ESE Specialist
Anitra Fleming	Primary Reading Coach
Aquilla McDaniel	Intermediate Reading Coach

How the school-based LLT functions

The LLT Team meets weekly in a professional learning community. The team works collaboratively to dis- aggregate data to make it meaningful to teachers, students and parents. The team uses beginning if the year, mid year, and end of the year data to ensure that students are placed in the appropriate reading group. In addition the LLT identifies teachers that need support and provides coaching, modeling for teachers. LLT facilitates the school's reading challenge, monitor Accelerated Reader and creates data charts for display for students, encourage student performance in regularly scheduled events, and celebrates successes with students and teachers.

Major initiatives of the LLT

The major initiatives of the LLT are developing meaningful PLC's that will impact teaching and learning, using data to deepen understanding students need, and unwrapping the standards, brain based strategies, collaborate. The LLT will also facilitate monthly writing seminars for 4th grade students and teachers to reinforce and fine tune the writing plan and process. Students will have the opportunity to collaborate

Every Teacher Contributes to Reading Instruction

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

Each teacher is required to maintain a data binder that serves as a tool for the ongoing progress monitoring for individual student learning. Teachers use beginning of the year, mid-year, and end of year assessment data, to place students in the appropriate reading group. These groups are fluid and are adjusted based on individual student need. Throughout the year, teachers will have opportunities to collaborate with team mates to develop and implement meaningful lessons that incorporate the Common Core State Standards and brain based strategies.

This year, each teacher will integrate a 120 minute literacy block teaching reading through all disciplines. Teachers will also participate in weekly PLC's to share effective instructional reading practices, how to plan effective lesson studies, and how to interpret and use data to drive instruction.

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

To ensure school readiness, the school will partner with local preschool/early childhood programs. Through this partnership, preschool parents will be invited to a kindergarten Open House in the spring where they will receive information about the registration process and the expectations for kindergarten. Parents will have the opportunity to visit and tour the school. Parents will also have the opportunity to learn about the different programs offered at the school.

Parents of students enrolled in the preschool ESE program housed at the school will be invited to participate in monthly SAC meetings, and a variety of school activities. Those students who will turn 5 before September 1st will participate in matriculation meetings where parents, preschool ESE teachers, and general education teachers will share information about student progress and needs for a successful transition to kindergarten.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Through the school's integrated specials schedule all students attend the STEM lab, Spanish Class, and Digital Arts. In these classes, students are able to incorporate 21st century skills that link the curriculum to everyday life experiences which facilitates a connection between school and the real world

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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%	32%	No	55%
American Indian				
Asian				
Black/African American	48%	31%	No	54%
Hispanic	52%	30%	No	57%
White				
English language learners	39%	24%	No	45%
Students with disabilities	36%	13%	No	42%
Economically disadvantaged	49%	31%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	19%	24%
Students scoring at or above Achievement Level 4	27	10%	29%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	49	18%	23%
Students in lowest 25% making learning gains (FCAT 2.0)	53	19%	24%

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)	69	36%	41%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	86	45%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	27	14%	19%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	16	18%	23%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	48%	41%	No	53%
American Indian				
Asian				
Black/African American	48%	38%	No	53%
Hispanic	43%	47%	Yes	49%
White				
English language learners	39%	38%	No	45%
Students with disabilities	39%	19%	No	45%
Economically disadvantaged	46%	40%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	24%	29%
Students scoring at or above Achievement Level 4	38	14%	19%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	44	16%	21%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	42	15%	20%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

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	21	26%	31%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		14%

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 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	11		14
Participation in STEM-related experiences provided for students	624	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	8	5%	2%
Students retained, pursuant to s. 1008.25, F.S.	22	3%	2%
Students who are not proficient in reading by third grade	19	21%	16%
Students who receive two or more behavior referrals	6	10%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	5%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The Title I Parental Involvement Plan will serve as the requirement of this section.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Students will demonstrate writing proficiency of 4.0 or higher on FCAT Writes.
- G2.** Students will improve critical thinking skills through the expansion of science vocabulary.
- G3.** Students will expand their expressive and receptive vocabulary skills through the infusion of high utility words in a variety of informational text.
- G4.** Students will increase proficiency in number sense.

Goals Detail

G1. Students will demonstrate writing proficiency of 4.0 or higher on FCAT Writes.

Targets Supported

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

Resources Available to Support the Goal

- I 3 Grant (New Teacher Mentoring Program)
- 4th Grade- Writer's Workshop
- I Ready Computer Program
- Literacy Leadership Team (LLT)
- Writing Portfolio
- Individual Student Conferences (with peers and teachers)
- Professional Development
- Rubrics
- Parent Writing Seminar

Targeted Barriers to Achieving the Goal

- Lack of instruction in organization and elaboration.
- Two first year teachers in fourth grade and one new teacher to 4th grade.

Plan to Monitor Progress Toward the Goal

Writing Assessments

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

1. Display of authentic student work with corrective feedback from teachers and peers. 2. Writing journals with corrective feedback. 3. Meaningful, relevant visual aids displayed in learning environment (artifacts).

G2. Students will improve critical thinking skills through the expansion of science vocabulary.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- STEM Special
- Integrated Literacy Block

Targeted Barriers to Achieving the Goal

- Science vocabulary not infused across all curriculum areas.

Plan to Monitor Progress Toward the Goal

Monthly review of Science Write Scores

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

Agenda, minutes, and sign in sheet from science data chats. Display of authentic students work with corrective feedback from students and teachers.

G3. Students will expand their expressive and receptive vocabulary skills through the infusion of high utility words in a variety of informational text.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- Parental Involvement

Resources Available to Support the Goal

- Read Alouds
- Word Walls
- FUNDATIONS-for primary students (K-2).
- Elements of Vocabulary
- Journeys (Core reading program)
- Words Their Way

Targeted Barriers to Achieving the Goal

- Implementing programs with fidelity

Plan to Monitor Progress Toward the Goal

OPM data Observation data

Person or Persons Responsible

Reading Coach, Intensive Reading Teachers, LLT, RTI Team

Target Dates or Schedule:

Weekly, Biweekly, Monthly

Evidence of Completion:

Minutes from data chats, team meetings, and PLC's

G4. Students will increase proficiency in number sense.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Parental Involvement

Resources Available to Support the Goal

- Calendar Math
- Mountain Math
- IReady
- Go Math

Targeted Barriers to Achieving the Goal

- 1. Math vocabulary not pretaught.

Plan to Monitor Progress Toward the Goal

Review of monthly math checkpoint assessment data

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Display of authentic students work with corrective feedback from students and teachers. Meaningful, relevant visual aides in the learning environment (artifacts) 80% or higher on monthly check point assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will demonstrate writing proficiency of 4.0 or higher on FCAT Writes.

G1.B1 Lack of instruction in organization and elaboration.

G1.B1.S1 Gradual Release of Responsibility- "I Do" (The teacher will demonstrate through explicit writing instruction focusing on organization and elaboration), "We Do" (provide students the opportunity to demonstrate the writing focus through peer analysis), "You Do" (students will generate writing applying focus skill taught).

Action Step 1

Professional development in writing across the curriculum and writing for multiple purposes

Person or Persons Responsible

Literacy Leadership team (LLT)

Target Dates or Schedule

Monthly

Evidence of Completion

1. Display of authentic students work with corrective feedback from students and teachers. 2. Meaningful, relevant visual aides in the learning environment (artifacts). 3. Writing journals with corrective feedback.

Facilitator:

LLT Team

Participants:

4th grade teachers

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

Weekly Writing Assessments, Classroom Environment

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Display of authentic student work with corrective feedback. Meaningful visual aids displayed in the classroom environment Writing journals with corrective feedback.

Plan to Monitor Effectiveness of G1.B1.S1

Weekly Writing Assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Display of authentic student work with corrective feedback. Meaningful visual aids displayed in the classroom environment Writing journals with corrective feedback.

G2. Students will improve critical thinking skills through the expansion of science vocabulary.

G2.B1 Science vocabulary not infused across all curriculum areas.

G2.B1.S1 Students will participate in hands on real world scientific experiments and research projects in the classroom and the STEM lab.

Action Step 1

Students will be assigned group and independent projects.

Person or Persons Responsible

STEM Teacher

Target Dates or Schedule

Will review steps in scientific process Will review steps involved in conducting a research project
Review rubric for assigned projects

Evidence of Completion

Completed projects graded using rubric. Display of authentic students work with corrective feedback from students and teachers. Meaningful, relevant visual aides in the learning environment (artifacts)

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

STEM projects will be shared with students, staff, parents and stakeholders

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Completed projects and attached rubrics. Display of authentic students work with corrective feedback from students and teachers. Meaningful, relevant visual aides in the learning environment (artifacts)

Plan to Monitor Effectiveness of G2.B1.S1

Science Checkpoints data will be collected. Benchmark/Goal of 80% or higher. Weekly Science Assessments

Person or Persons Responsible

Instructional Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Individual Student Checkpoint Scores (80% or higher) Display of authentic students work with corrective feedback from students and teachers. Meaningful, relevant visual aides in the learning environment (artifacts)

G3. Students will expand their expressive and receptive vocabulary skills through the infusion of high utility words in a variety of informational text.

G3.B1 Implementing programs with fidelity

G3.B1.S1 Teachers will participate in weekly PLC's. The Reading Coach will provide timely feedback, and model effective instructional practices. Weekly LLT meetings to review data and student assessment data.

Action Step 1

School Based Professional Learning Communities

Person or Persons Responsible

All K-5 teachers

Target Dates or Schedule

Weekly

Evidence of Completion

1. Implementation of effective strategies modeled in PLC. 2. Student Assessment data

Facilitator:

A. McDaniel- Reading Coach

Participants:

All K-5 teachers

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

Informal snap shots of classroom environment

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Student assessment data Display of authentic students work with corrective feedback from students and teachers. Meaningful, relevant visual aides in the learning environment (artifacts)

Plan to Monitor Effectiveness of G3.B1.S1

Informal and formal observations

Person or Persons Responsible

Administrators

Target Dates or Schedule

Daily

Evidence of Completion

iObservation data Display of authentic students work with corrective feedback from students and teachers. Meaningful, relevant visual aides in the learning environment (artifacts)

G4. Students will increase proficiency in number sense.

G4.B1 1. Math vocabulary not pretaught.

G4.B1.S1 Teachers will incorporate Cubes- visual problem solving approach in math instruction.

Action Step 1

Collaboration with peers

Person or Persons Responsible

K-5 Teachers Administration

Target Dates or Schedule

Monthly

Evidence of Completion

monthly checkpoint assessment data classroom assessment

Facilitator:

J. Gourdet STEM Teacher

Participants:

K-5 Teachers Administration

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Informal and formal observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

iObservation data Meaningful, relevant visual aides in the learning environment (artifacts)

Plan to Monitor Effectiveness of G4.B1.S1

Monthly Checkpoint Assessments Beginning of the year placement test Weekly Go Math Assessments

Person or Persons Responsible

Instructional Leadership Team

Target Dates or Schedule

Tier 1- Monthly Tier 2 and 3- Biweekly

Evidence of Completion

80% or higher on weekly assessments 80% or higher on monthly checkpoints Display of authentic students work with corrective feedback from students and teachers. Meaningful, relevant visual aides in the learning environment (artifacts)

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, II, III

Title I and II funds are used for teacher salaries, parental involvement, and professional development activities. Under Title III, ELL students receive reading and language arts instruction by a certified ESOL teacher. The ESOL department provides ESOL instructional materials to be used with ELL students and a paraprofessional to assist.

Violence Prevention Program

The School Board of Broward County approved an Anti-Bullying Policy. This policy sets forth guidelines for the identification and reporting of bullying-as the overall goal of the initiative is the protection of students and their increased feelings of safety and belonging. Charles R. Drew's teachers and staff utilize a variety of prevention and intervention activities that include tools and resources that create an environment of safety and respect. The school participates in Anti-Bullying activities that consists of Announcements, Bully Reporting Box, Wall of Peace, and CHAMPS. The also has a designated Prevention Liaison who will represent the school at district trainings and share prevention issues throughout the year.

Nutrition Programs

Eligible students receive free and reduced price lunch under the National School Lunch and Breakfast Programs. Charles R. Drew Elementary also participates in the Fresh Fruit and Vegetable Program (FFVP).

Supplemental Academic Instruction (SAI)

SAI funds are used to provide tutoring for additional instructional support.

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.

G1. Students will demonstrate writing proficiency of 4.0 or higher on FCAT Writes.

G1.B1 Lack of instruction in organization and elaboration.

G1.B1.S1 Gradual Release of Responsibility- "I Do" (The teacher will demonstrate through explicit writing instruction focusing on organization and elaboration), "We Do" (provide students the opportunity to demonstrate the writing focus through peer analysis), "You Do" (students will generate writing applying focus skill taught).

PD Opportunity 1

Professional development in writing across the curriculum and writing for multiple purposes

Facilitator

LLT Team

Participants

4th grade teachers

Target Dates or Schedule

Monthly

Evidence of Completion

1. Display of authentic students work with corrective feedback from students and teachers. 2. Meaningful, relevant visual aides in the learning environment (artifacts). 3. Writing journals with corrective feedback.

G3. Students will expand their expressive and receptive vocabulary skills through the infusion of high utility words in a variety of informational text.

G3.B1 Implementing programs with fidelity

G3.B1.S1 Teachers will participate in weekly PLC's. The Reading Coach will provide timely feedback, and model effective instructional practices. Weekly LLT meetings to review data and student assessment data.

PD Opportunity 1

School Based Professional Learning Communities

Facilitator

A. McDaniel- Reading Coach

Participants

All K-5 teachers

Target Dates or Schedule

Weekly

Evidence of Completion

1. Implementation of effective strategies modeled in PLC. 2. Student Assessment data

G4. Students will increase proficiency in number sense.

G4.B1 1. Math vocabulary not pretaught.

G4.B1.S1 Teachers will incorporate Cubes- visual problem solving approach in math instruction.

PD Opportunity 1

Collaboration with peers

Facilitator

J. Gourdet STEM Teacher

Participants

K-5 Teachers Administration

Target Dates or Schedule

Monthly

Evidence of Completion

monthly checkpoint assessment data classroom assessment

Appendix 2: Budget to Support School Improvement Goals