Florida A&M University Developmental Research School

2022-23 Schoolwide Improvement Plan

Table of Contents

Florida A&M University Developmental Research School

400 W ORANGE AVE, Tallahassee, FL 32307

www.famudrs.org

Demographics

Principal: Pink Hightower

Start Date for this Principal: 8/6/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: C (45%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the FAMU Lab Sch County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		I	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Swain, Genleah	Principal	Instructional and Operational Leader for FAMU DRS Elementary School
Barnes, Zellee	Principal	Instructional and Operational Leader for FAMU DRS Elementary School
Walker, Roger	Other	Organize schoolwide activities Develop academic and extracurricular activities that support the academic growth and social development of students Provide additional support to the high school principal and supervision and guidance to high school students
Wilson, Vivian	Administrative Support	Serve as the curriculum and discipline coordinator for high school Provide curriculum and instructional support to the high school principal Provide instructional coaching to teachers

Demographic Information

Principal start date
Monday 8/6/2018, Pink Hightower

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
54

Total number of students enrolled at the school
622

Identify the number of instructional staff who left the school during the 2021-22 school year.
11

Identify the number of instructional staff who joined the school during the 2022-23 school year.
17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	45	46	47	28	49	44	65	49	56	58	35	39	622
Attendance below 90 percent	2	6	8	13	7	12	8	10	11	10	15	4	12	118
One or more suspensions	0	0	0	0	0	0	1	2	1	0	0	1	3	8
Course failure in ELA	2	1	3	0	1	5	0	3	6	0	0	0	1	22
Course failure in Math	1	0	2	0	2	4	5	7	4	3	0	1	2	31
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	14	5	17	2	16	10	11	10	12	5	102
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	14	18	8	36	13	21	20	9	6	158
Number of students with a substantial reading deficiency	6	4	15	21	0	0	0	0	0	0	0	0	0	46

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	5	18	7	15	6	21	14	12	13	8	9	131

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	4	1	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/26/2022

The number of students by grade level that exhibit each early warning indicator:

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	7	0	0	1	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	7	0	0	1	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	41%	55%				47%		61%
ELA Learning Gains	53%						51%		59%
ELA Lowest 25th Percentile	51%						54%		54%
Math Achievement	27%	51%	42%				36%		62%
Math Learning Gains	50%						30%		59%
Math Lowest 25th Percentile	56%						35%		52%
Science Achievement	32%	27%	54%				33%		56%
Social Studies Achievement	57%	50%	59%				61%		78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	50%	0%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	54%	54%	0%	58%	-4%
Cohort Comparison		-50%				
05	2022					
	2019	34%	34%	0%	56%	-22%
Cohort Comparison		-54%				
06	2022					
	2019	52%	52%	0%	54%	-2%
Cohort Comparison		-34%				
07	2022					
	2019	43%	43%	0%	52%	-9%
Cohort Comparison		-52%				
08	2022					
	2019	41%	41%	0%	56%	-15%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	45%	0%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	56%	56%	0%	64%	-8%
Cohort Comparison		-45%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	40%	40%	0%	60%	-20%
Cohort Comparison		-56%				
06	2022					
	2019	43%	43%	0%	55%	-12%
Cohort Comparison		-40%				
07	2022					
	2019	32%	32%	0%	54%	-22%
Cohort Comparison		-43%				
08	2022					
	2019	8%	8%	0%	46%	-38%
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	55%	0%	67%	-12%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	58%	0%	71%	-13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	66%	0%	70%	-4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	31%	31%	0%	61%	-30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	12%	12%	0%	57%	-45%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	6	19	30	7	55						
BLK	41	54	53	27	51	57	31	57	36	98	43
HSP	36	42		20	31						
FRL	41	53	51	27	50	56	32	57	35		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	17									
BLK	35	28	23	18	11	8	19	51	32	100	23
HSP	23	30		18							
FRL	34	29	22	18	11	8	19	49	33	100	25
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	29	17	8	29	33					
BLK	46	51	54	35	30	33	32	61	33	94	18
HSP	64	60		57	33						
FRL	47	51	54	36	30	35	33	61	35	92	18

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES

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

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Due to the impact of COVID-19 on instruction and learning, there was a large decrease in student achievement in all areas from the Spring 2019 to the Spring 2022 state assessment periods. However, from the Spring 2021 state assessment period to the 2022 state assessment period there was significant increase in student achievement in every content area. The learning gains for ELA and Math were especially significant. The performance of our SWD population continues to decline and constitute our lowest performing area; however, most of the SWD entered the school well below proficiency. The SWD population's percentage of growth is lower than the percentage of learning gains for the school.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2022 state assessments, the data components demonstrating the greatest need for improvement are: mathematics, science, and students with disabilities (math, science, and ELA).

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

The contributing factors to this need for improvement is the impact of COVID-19 on teaching and learning (diminished retention and comprehension of new concepts), decreased implementation of effective instructional pedagogy, teacher shortages/high teacher turnover rates, math instruction that focues on procedural rather than conceptual knowledge, and the need for more effective and relevant professional learning opportunities.

New actions that need to be taken to address these needs for improvement are:
-Implementation of intensive nstruction and interventions that will address learning gaps
-Development and implementation of relevant professional development and professional learning communities (PLCs) to address instructional deficiencies in teacher best practices, effective pedagogy, student-centered learning, and B.E.S.T. mathematics instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our science achievement data component was an area that showed the most improvement with an increase from 19% to 32% (13% increase). Data components for ELA and Mathematics learning gains (24% and 39% increase respectively), as well as the ELA and Mathematics learning gains for the lowest 25% (29% and 48% increase respectively) showed the most significant improvements.

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

Some of the contributing factors to this improvement was the implementation of adaptive and prescriptive instructional software programs such as MindPlay, iReady, and Study Island. Another contributing factor was the use of the NWEA Map Growth progress monitoring throughout the school year.

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

In addition to targeted professional development, an analysis and revamping of our recruitment and retention of qualified teachers, especially in the areas of math and science will need to be implemented so we may address the high turnover in these areas. More emphasis must be placed on differentiated instruction to address learning gaps and accelerate learning. Analysis, interpretation, and utilization of data must be implemented in order to provide targeted instruction and meet the needs of each student. Structured data chats with teachers, students, and parents will also need to be implemented to help accelerate learning.

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

Teachers and leaders at our school will be provided with a wide range of professional development opportunities including: (1) independent and facilitated professional development courses provided through the Florida Department of Education Bureau of Exceptional Student Education Professional Development (BESE PDA) Portal; (2) professional development courses and training provided through the Florida Diagnostic and Learning Resources System (FDLRS); (3) professional development courses and training provided through our partnership with the Panhandle Area Education Consortium (PAEC),

(4) specialized professional development provided by the district (i.e., Differentiated Instruction PD Series, Implementing B.E.S.T. Standards, Utilizing Data to Make Informed Instructional and Policy Decisions, MTSS/RTi, etc.); and (5) Beginning Teacher Program Training and Mentoring Program.

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

Additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond include:

-The start of the Beyond the Bell tutoring program will be earlier in the school year to provide the students with more intensive instructional time.
-The Ascend instructional software program will be utilized for students that are on Tier III to provide them with one-to-one individualized instruction to fill in learning gaps.
-The AVID program has been implemented to assist and support students with more effective note-taking and increases rigor in classrooms by providing teachers with more evidenced-based instructional strategies.
-There will be an embedded Dual Language Specialist due the Hispanic Students category dipping below 42% on the Federal Index.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Consistently, science has been a low performing data component. Contributing factors include years of high turnover/faculty movement within the science department and teachers' ability to support achievement in the area of science.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2022-2023 school year, our science proficiency score will show at least an overall 5% increase as measured by the Spring 2022 Florida Assessment of Student Thinking and when compared to the Spring 2022 FSA scores.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Throughout the 2022-2023 school year, students will take the NWEA Map Growth assessment for science at three data points (Fall, Winter, Spring) to monitor progress towards the desired outcome.
Person responsible for monitoring outcome:	Micheal Johnson (micheal.johnson@famu.edu)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	FAMU DRS will utilize the following evidence-based strategies to address the district's K-12 deficiencies in the science data component: 1. Targeted professional development and training for all science teachers 2. Incorporate technology-based instructional tools/resources with adaptive and predictive capabilities (NWEA, Study Island) 3. Utilize data-driven instruction and decision-making (NWEA, Study Island) 4. Increased opportunities for targeted instructional time in science (Beyond the Bell)
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. With additional, targeted professional development and training, teachers will be better able to support student achievement in science by having an understanding of proven strategies to teach science standards. 2. Technology-based instruction will provide students with real-time instruction and feedback, while also simulating and providing practice for Florida Standards Assessment and State Standards expectations. 3. Data-driven Instruction and Decision Making will provide baseline, mid-year, and end-of-the-year data so students may benefit from progress monitoring and appropriate/needed interventions may be identified and utilized appropriately and in a timely fashion.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Development - Professional Development (The District Professional Development Plan and Beginning Teacher Program) will be utilized to provide teachers with instruction on and exposure to strategies, evidenced-based best practices, and tools/resources designed to support their instruction, progress monitoring, assessment, and support of science students.

Person Responsible	Micheal Johnson (micheal.johnson@famu.edu)

Technology-based Instruction - Effective research-based technology will be purchased and activated at the start of the school year. Usage will be monitored to ensure fidelity of implementation.

Person Responsible	Micheal Johnson (micheal.johnson@famu.edu)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our math scores have demonstrated a declining in recent years and continues to be our lowest area of academic achievement. Based on our most recent Spring 2022 data, even with the significant learning gains, our math achievement still remains lower than all other data components.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2022-2023 school year, our mathematics proficiency score will show at least an overall 5% increase as measured by the Spring 2023 Florida Assessement of Student Thinking (FAST).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Throughout the 2022-2023 school year, students will take the NWEA Map Growth assessment for math at two data points (Winter and Spring) and FAST progress monitoring assessments at three data points (Fall, Winter, Spring).
Person responsible for monitoring outcome:	Micheal Johnson (micheal.johnson@famu.edu)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	FAMU DRS will utilize the following evidence-based strategies to address the district's 3-10 deficiencies in the math proficiency data component: 1. Incorporate technology-based instructional tools/resources with adaptive and predictive capabilities (i-Ready Math, STAR Math, NWEA, Study Island) 2. Utilize data-driven instruction and decision-making (i-Ready Math, STAR Math, NWEA, Study Island) 3. Increase opportunities for targeted instructional time in math (Intensive Math courses, Beyond the Bell) 4. Recruitment and retention of highly qualified/efective teachers 5. Professional Learning Communities will also be implemented to increase teacher collaboration on research-based instructional strategies, subsequently increasing instructional effectiveness in the area of mathematics.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Technology-based Instruction A. Technology-based instruction will provide students with real-time instruction and feedback, while also simulating and providing practice for Florida Standards Assessment and State Standards expectations. 2. Data-driven Instruction and Decision Making A. This strategy will provide data so students may benefit from progress monitoring and appropriate/needed interventions may be identified and utilized appropriately and in a timely fashion. 3. Increased Opportunities for Instructional Time A. Increased opportunities for instructional time will provide students with extra support and monitoring in math. 4. Increased number of Highly Qualified/Effective Teachers A. Increasing the number of highly qualified/effective will provide students with the opportunity to garner instruction from teachers with increased pedagogical and content-based knowledge, who are also able to ensure standards are known and met.

5. Professional Learning Communities will also be implemented to increase teacher collaboration on research-based instructional strategies, subsequently increasing instructional effectiveness in the area of mathematics.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Bi-weekly/Weekly data chats will be conducted by school principals with teachers to determine progress that is being made with students and adjust instructional strategies to address deficiencies. Progress will be determined by progress monitoring done through NWEA Map Growth, STAR/Renaissance Learning, iReady, FAST progress monitoring (AP1-3), and Study Island benchmark assessments.

Person Responsible	Micheal Johnson (micheal.johnson@famu.edu)

Instructional software will be purchased and an implementation plan will be developed by school principals for their respective schools. School principals will monitor instructional software usage weekly to ensure fidelity of use of programs.

Person Responsible	Micheal Johnson (micheal.johnson@famu.edu)

The Beyond the Bell Tutoring program will be organized and scheduled to start in October for students that are on Tier III for math instruction.

Person Responsible	Micheal Johnson (micheal.johnson@famu.edu)

Work closely with the FAMU College of Education to recruit and retain newly trained and highly qualified teachers for mathematics instruction. Also, maintain accountability and consistency with the FAMU DRS beginning teachers'/certification program to support teachers in attainment of appropriate certification and training.

Person Responsible	Micheal Johnson (micheal.johnson@famu.edu)

Schedule monthly in-service training days to provide teachers with consistent opportunities to participate in Professional Learning Communities (PLCs).

Person Responsible	Micheal Johnson (micheal.johnson@famu.edu)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Consistently, over the past five years, the Students with Disabilities (SWD) ESSA subgroup category has been one of the lowest performing data components. Consistently, this group struggles to demonstrate proficiency in any of the tested areas across the tested grade levels. Contributing factors include the fact that a majority of the students with disabilities enter the school with significant deficiencies in proficiency and, even with appropriate accommodations and modifications applied, these students may show growth within an achievement level, however, they struggle to reach proficiency as measured by the Florida Standards Assessment (FSA).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, we will see at least a five percent (5%) increase in the overall proficiency of Students with Disabilities as measured on the Florida Standards Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring will be implemented through NWEA Map Growth and classroom assessments, as well as through instructional software data on intervention programs such as MindPlay and Ascend Math.
Person responsible for monitoring outcome:	RENEE JERRY (renee.jerry@famu.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers and support staff will provide appropriate accommodations to students with disabilities to ensure the academic success of these students.
Rationale for Evidence-based Strategy: Explain the rationale for	Students with disabilities have specific accommodations and supports outlined in their individual education plan. These accommodations and supports have been individually determined for students based on individual student needs. Therefore, it is imperative that these accommodations and supports are implemented with fidelity.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly data chats will take place with grade-level and content area teachers to discuss instructional strategies being implemented to support students with disabilities and their academic growth as a result.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The area of focus for K-2 reading/ELA will be providing foundational skills instruction that is explicit, systematic, and multi-sensory. This includes clear and accurate teacher pronunciation of sounds (phonemes), visual aids, explanation of rules for sound and spelling patterns, and modeling of blending and segmenting. Explicit instruction will positively affect student learning in literacy by increasing decoding skills and rate of fluency. This area was identified as a critical need area for K-2 students based on end of the year data indicating that less than 50% of students in 1st and 2nd grades were at or above grade level. Also, progress monitoring data for 3rd-5th grade students during the 2021-2022 school year indicated that students struggled with decoding and fluency as a result of their primary years

being during the COVID-19 pandemic. These students subsequently missed the majority of foundational skills instruction needed to be successful readers.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The area of focus for 3-5 reading/ELA instruction will be teachers providing explicit vocabulary instruction and facilitating more collaborative discussions through effective higher-ordered questioning. This includes teaching and giving students opportunities to apply the following comprehension strategies for constructing meaning: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, and self-monitoring. It also includes giving opportunities to use cognitive strategies to synthesize, analyze, evaluate and make applications to authentic situations. Implementing these strategies will cause students to think differently about text and analyze text effectively. Explicit vocabulary instruction will add to students' ability to comprehend grade-level text and read more fluently. These have been identified as areas of focus based on the 2021-2022 FSA data which indicated that 3rd-5th grade students performed lowest in the area of literary text. Literary text requires students to analyze and make inferences based on character actions and conflict, or interpret the meaning of figurative language.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

According to 2021-2022 end-of-the-year data, reading proficiency was as follows:
Grade KG – 50% proficiency
Grade 1 – 40% proficiency
Grade 2 – 37% proficiency

The following represents results of the 2022 FAST Progress Monitoring period 1:
Grade KG –46% proficiency
Grade 1 –86% proficiency
Grade 2 –55% proficiency

The following is the specific measurable outcome the school plans to achieve for the 2022 FAST Progress Monitoring period 2:
Grade KG – 50% proficiency
Grade 1 – 90% proficiency
Grade 2 – 60% proficiency

The following is the specific measurable outcome the school plans to achieve on the final FAST assessment:
Grade KG – 60% proficiency
Grade 1 – 60% proficiency
Grade 2 – 50% proficiency

Grades 3-5: Measureable Outcome(s)

According to 2021-2022 end-of-the-year data, reading proficiency was as follows:
Grade 3 – 31% proficiency
Grade 4 – 25% proficiency
Grade 5 – 50% proficiency

The following represents results of the 2022 FAST Progress Monitoring period 1:
Grade 3 – 9% proficiency
Grade 4 – 31% proficiency
Grade 5 – 9% proficiency

The following is the specific measurable outcome the school plans to achieve for the 2022 FAST Progress Monitoring period 2:
Grade 3 – 35% proficiency
Grade 4 – 40% proficiency
Grade 5 – 35% proficiency

The following is the specific measurable outcome the school plans to achieve on the final FAST assessment:
Grade 3 – 50% proficiency
Grade 4 – 40% proficiency
Grade 5 – 40% proficiency

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The areas of focus will be monitored for desired outcomes through instructional walkthroughs and observations, as well as bi-weekly data chats with teachers to determine progress of students and instructional strategies implemented to continuously increase achievement. Monitoring will be continual and systematic with feedback provided based on progress monitoring data.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Swain, Genleah, genleah.swain@famu.edu

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Explicit and systematic literacy and vocabulary instruction, the facilitation of collaborative discussion and learning through complex questioning, exposure to varied texts, and small group intensive instruction will be implemented to achieve the measurable outcomes. These practices will be monitored by instructional walkthroughs and observations conducted by the school principal. Evidence-based instructional software programs will also be implemented (iReady and MindPlay) to remediate reading deficiencies by providing students with individualized instructional pathways. These programs will be monitored by the school principal by reviewing software usage data and student levels within the programs. These practices and programs meet the definition of evidence-based, they align with the 2022-2023 Comprehensive Reading Plan, and align with B.E.S.T. ELA standards.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Extensive research has been conducted to support the emphasis placed on explicit and systematic literacy and vocabulary instruction and there is a proven record of effectiveness. This particular instructional practice ensures that students have complete understanding of the information and knowledge being presented and are able to engage more effectively in the learning process.

The instructional software programs have a proven record of effectiveness for the target population. Mindplay learning programs are aligned to the science of reading and are based on the Orton-Gillingham methods of instruction. Students who use Mindplay with fidelity are able to gain nearly half a grade level with just 10 hours of usage. According to research done on the iReady reading program, students using iReady personalized instruction for 45 minutes or more per week for at least 18 weeks, have shown statistically significant greater growth than students that do not utilize the program.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will receive more training on explicit, multi-sensory, and systematic instruction will be provided to teachers. Literacy Leadership: The principal will also conduct literacy walks with the curriculum coordinator to determine the level of effective implementation of explicit instruction and provide teachers with relevant feedback. Expectations fwill be clearly communicated as well as professional support and resources will be provided to teachers to ensure fidelity of instruction. Literacy Coaching: The literacy coach will observe teacher lessons, provide feedback, and model lessons based on the level of teacher efficacy in explicit instruction. Assessment: Teachers will assess students weekly using the SAVVAS reading curriculum. Students will participate in the FAST progress monitoring. Data will be analyzed to determine effectiveness and growth in foundational skills. Professional Learning: Teachers will receive initial and ongoing (monthly) professional development in explicit literacy instruction. Teachers will also participate in professional learning communities.	Swain, Genleah, genleah.swain@famu.edu
The school will ensure fidelity of usage with instructional software programs, Mindplay and iReady. Literacy Leadership: The school principal will review and analyze weekly usage reports for both instructional software programs to determine the level of fidelity of use within classrooms. Teachers will be provided with expected usage minutes, as well as scheduled time for work on instructional software programs. Literacy Coaching: The literacy coach will provide support to teachers on implementation of programs within thier classrooms and also how to read and utilize data from the programs to inform instruction. Assessment: Students will participate in monthly diagnostics within the instructional software programs. Data will be analyzed to determine student the level of academic growth of each students, as well as current instructional needs. Professional Learning: Teachers will participate in additional training on instructional software to enhance their fidelity of use of the programs in their classrooms.	Swain, Genleah, genleah.swain@famu.edu

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

FAMU DRS has a process to build and sustain partnership with the community. The school has an active Parent Teacher Association (PTA), where parents volunteer at the school weekly. Parents are a vital part of the school and help to provide the bridge between home and school. A large number of parents serve as boosters for various athletic teams, assisting with fundraising and support of their students, and the school weekly. Parents receive communication about school events via the school's website (famudrs.org), email, school electronic marquee and school personnel. The faculty and staff have a strong working relationship with Florida A& M University. A large majority of the staff are alumnus of the University and the relationships are very strong and supportive. Community support is evidence through volunteering, school supply donations, academic presentations and attendance at school events. Additionally, as a Lab school, student interns and observers are assigned to the school as a part of their required field work for graduation.

The Superintendent and Principals, each have an open door policy which lends itself to a warm and welcoming environment for community stakeholders. The Superintendent and each Principal may be reached at 850.412.5930.

Historically, the school has a rich legacy and is an integral part of the local community. Many of the teachers, staff, and some of the administrators are from the Tallahassee and surrounding communities. They were reared in the area, have their families in the community, and have continued to contribute in a positive manner to the community. These individuals have strong community ties and bonds. It is through these interactions and conversations with all stakeholders relationships are nurtured, maintained and sustained. Events at the school and in the community, such as teacher and student appreciation programs and events sponsored by the University, University Foundation, administration, parents/guardians, town halls hosted by the FAMU DRS administration, climate surveys, parent meetings, and special programs, are intertwined, fostering a wholistic sense of pride and respect for the school.

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

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

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

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

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

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

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

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