Charles Drew Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Charles Drew Elementary School

1000 NW 31ST AVE, Pompano Beach, FL 33069

[no web address on file]

Demographics

Principal: Kicia Johnson Daniel

Start Date for this Principal: 8/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2021-22: C (52%) 2018-19: D (35%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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 Broward County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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1000 NW 31ST AVE, Pompano Beach, FL 33069

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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)
Elementary School PK-5	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	97%

School Grades History

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

School Board Approval

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SIP Authority

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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 Charles R. Drew Elementary Magnet school is to cultivate student and faculty growth, by providing each scholar with the opportunity to receive a quality education that meets their individual needs through differentiated instruction, rigorous & relevant curriculum, in a safe and secure learning environment.

Provide the school's vision statement.

Charles R. Drew Elementary Magnet School is focused on providing all scholars the BEST (Build relationships; Enhance Teaching and Learning; Student centered; through Teamwork) educational experience, that will prepare them to be College and Career ready to succeed in tomorrow's world.

School Leadership Team

Membership
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
Daniel, Kicia	Principal	Provides Instructional and Organizational Leadership that is necessary to oversee all programs and policies of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment
Goldsby, Shantell	Instructional Coach	The Reading Coach supports all K-5 staff in the implementation of the site reading plan and program. The Coach works directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach focuses on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions. Responsibilities: 1. Guide teachers to collect and analyze data and develop action plans in response to determined student needs. 2. Provide individualized, classroom-based support to implement comprehensive program. This will include modeling of best teaching practices. 3. Work with the principal to create a school-wide focus on goals for reading achievement. 4.Oversee the school's assessment procedure, training, data collection and collaborate with the principal to complete reports due. 5. Participate fully in all professional development opportunities provided by the District, Coordinates and Monitor the Lowest 25% ELA Push-IN and Pull-out groups; Facilitates Professional Learning Communities focusing on the ELA standards; Provides training for the Reading support/ resource personnel to ensure that their implementing programs to fidelity; Monitors the instructional alignment to the standards; Organize and coordinate the resources for Extended Learning Opportunities; Active member of the Multi-tiered support systems (CPS.RTI Team) and coordinates parental engagement meetings for parents focusing on Literacy. (Parent University)
Sylvestre, Marlie	Science Coach	The Science Coach is responsible for monitoring the School wide Science Plan. The Science Coach will support the teachers with the implementation of the Science standards, aligning instruction and activities to meet the rigor and depth of the standards, provide ongoing feedback/ analysis of student work; Coordinate and Oversee the 5th Grade Enrichment Groups; Model the use of 5E model; Monitors students weekly/monthly formative assessments. The Science Coach will represent the school on the various District Coach forums and PLCs. The Science Coach will also work as the Magnet Coordinator to assist with recruiting and highlighting our STEM magnet program.
Butler, Yolanda	Curriculum Resource Teacher	To assess needs, develop training modules design instructional materials and/or perform demonstration teaching.

Name	Position Title	Job Duties and Responsibilities
Moncrieffe, Patricia	Math Coach	Provide instructional support to all teachers and students by co-teaching, mentoring and modeling in classrooms. Also provide support in continual assessment development and the collection, management, and analysis of data.

Demographic Information

Principal start date
Saturday 8/13/2022, Kicia Johnson Daniel

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.*
2

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.*
6

Total number of teacher positions allocated to the school
30

Total number of students enrolled at the school
430

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.
8

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	75	79	66	73	77	88	0	0	0	0	0	0	0	458
Attendance below 90 percent	43	33	29	20	31	36	0	0	0	0	0	0	0	192
One or more suspensions	1	1	0	5	5	7	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	30	27	36	0	0	0	0	0	0	0	93
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	28	24	0	0	0	0	0	0	0	75
Number of students with a substantial reading deficiency	0	14	19	32	22	23	0	0	0	0	0	0	0	110

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	0	5	11	28	37	46	0	0	0	0	0	0	0	127

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	20	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 8/31/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	2	8	8	11	28	0	0	0	0	0	0	0	61

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	2	8	8	11	28	0	0	0	0	0	0	0	61

The number of students identified as retainees:

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

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	33%	58%	56%				34%	59%	57%
ELA Learning Gains	56%						44%	60%	58%
ELA Lowest 25th Percentile	41%						31%	54%	53%
Math Achievement	49%	54%	50%				42%	65%	63%
Math Learning Gains	76%						47%	66%	62%
Math Lowest 25th Percentile	71%						21%	53%	51%
Science Achievement	36%	59%	59%				25%	46%	53%

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	39%	60%	-21%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	37%	62%	-25%	58%	-21%
Cohort Comparison		-39%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	21%	59%	-38%	56%	-35%
Cohort Comparison		-37%				

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	39%	65%	-26%	62%	-23%
Cohort Comparison		0%				
04	2022					
	2019	47%	67%	-20%	64%	-17%
Cohort Comparison		-39%				
05	2022					
	2019	30%	64%	-34%	60%	-30%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	23%	49%	-26%	53%	-30%
Cohort Comparison						

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	22	20		33	73		18				
ELL	42	67	58	60	83	79	33				
BLK	28	49	35	46	74	61	39				
HSP	38	67	55	56	80	81	31				
FRL	33	60	46	48	76	68	36				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	9		24	27						
ELL	33	52		48	54		23				
BLK	28	34		30	28		26				
HSP	29	48		45	55		20				
FRL	29	38	17	35	35	10	24				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	5	10		14	9						
ELL	41	51	25	45	46	21	30				
BLK	30	42	30	41	48	20	24				
HSP	40	47	30	41	41	23	26				
FRL	34	44	31	41	46	21	25				

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
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	47
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	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	51
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?

Trends across grade levels 3-5 show at least 72% of students scored a level 1 (Inadequate), and 18% scored a level 2 (below satisfactory), and 4% proficiency in math. At least 60-73% scored below grade level in Vocabulary. However, in Informational text 50-60% score at level 2. At least 50% of grades K-2 scored beginning level in foundational skills.

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

After reviewing FAST Assessment data for grades 3-5, the greatest need for improvement is Reading Across Genres and Vocabulary. For grades K-2 Foundational Skills (Phonics).

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 Fast Assessment data analysis report indicated that students across grade levels needed support. Students were performing at beginning and inadequate levels on overall content. Students will be provided with Tier 1 instruction, small group instruction, additional independent practice and interventions when needed.

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

Based on the data analysis report from the FAST Assessment. Students showed the most improvement in Reading Informational text.

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

In order to improve students performance, student were introduced to multiple genres of text, reading strategies and other researched based instructional tools to improve performance.

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

In order to accelerate learning students will be engage in enrichment activities, online learning tools, group collaboration and project based lessons.

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 will participate in ongoing PLC's, Professional Development that will be provide by both District and school based instructional coaches.

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

Instructional coaches and support staff will provide push in and pull out support. Ongoing data chats with teachers, admin will conduct walkthroughs and provide feedback.

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 ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the recent FAST PM1 students indicated only 5% proficiency in ELA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, overall student achievement will increase by 20% in ELA FAST PM#
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Classroom instruction will be monitored by analyzing lesson plans, student artifacts, journals, formal and informal formative assessments such as, beginning of year data, cycle assessments, BAS, I-ready, cadre formative assessment. Learning walks, data chats will also be conducted to ensure that small group instruction is being implemented effectively.
Person responsible for monitoring outcome:	Shantell Goldsby (shantell.goldsby@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Students will be using research base resources such as Benchmark Advance is the primary instructional tool in addition to instructional resources to drive standard based whole and small group instructions.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The strategy was selected so that once all teachers have a strong foundation of resources school-based coaches can further develop teachers understanding of effective standard based instruction that will increase student achievement.

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.

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

Person Responsible   Yolanda Butler (yolanda.butler@browardschools.com)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Small group instruction (Guided Instruction) is essential to ensuring that the teacher is able to reinforce or reteach specific skills and concepts taught in whole-group in a small group setting. If utilized effectively, teachers are able to identify gaps in students understanding of learning targets and immediately remediate during this time. In addition, the teacher is able to differentiate the instruction to meet the students' needs and learning styles. While small group instruction is critical to students' progression of learning of grade-level material, it often lacks structure and rigor for many of our teachers. This is evidenced by documented classroom walkthroughs formal and informal assessments.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023 overall student achievement will increase by 5% in ELA and 10% in Mathematics as demonstrated on the ongoing progress monitoring
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Classroom instruction will be monitored by analyzing lesson plans, student artifacts, journals, formal and informal formative assessments such as, beginning of year data, cycle assessments, BAS, FAST assessment and ongoing progress monitoring. Learning walks, data chats will also be conducted to ensure that small group instruction is being implemented effectively.
Person responsible for monitoring outcome:	Kicia Daniel (kicia.daniel@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers identified as beginning or developing in their understanding of small group instruction will receive professional development in small group instruction through the Elementary Learning Department, in-house PLC, and coaching support by the school based instructional coach.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was selected because many teachers are not sure what to do in small group or even how to group students. Once all teachers have a strong foundation of small group instruction, school-based coaches can further develop teachers understanding of effective small group instruction that will increase student achievement.

Action Steps to Implement
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.

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

Person Responsible	Yolanda Butler (yolanda.butler@browardschools.com)

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

Person Responsible   Yolanda Butler (yolanda.butler@browardschools.com)

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

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

#3. 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.**	According to the FAST PM Diagnostic 4% of our students are proficient.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023 there will be a 30% increase in students proficiency in FAST PM#
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrations and insurrectional coaches will conduct walk throughs, PLC, and conduct weekly planning meetings where we will preview and review student data and make instructional plan accordingly.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Charles Drew will use evidence based resources such as Envision, SuccessMaker and Acaletics to support classroom instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for 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.

Analysis progressing and make adjustments to include areas for growth during whole and small group instructions.

Person Responsible   Patricia Moncrieffe (patricia.moncrieffe@browardschools.com)

No description entered

Person Responsible   [no one identified]

#4. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	n order for student achievement to increase, students must have continuous access to high-quality standards-based Tier I instruction. In the area of language arts/.literacy, this means all students must be provided effective reading and writing instruction that includes a focus on grade-level oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, ad writing to build their level of proficiency. In the area of math, the focus of instruction in all grade levels should be on building conceptual understanding, developing students' procedural fluency, and promoting higher-level thinking skills through meaningful problem-solving investigations. This area of focus was identified based on the results of the Benchmark Assessment System (BAS), FAST, documented classroom observations and various formative classroom assessments.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, overall student achievement will increase by 5% in ELA and 10% in Mathematics as demonstrated on the FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area will be monitored through classroom learning walks focusing on: student engagement & student participation rate, student artifacts samples, journals, review of lesson plans, teacher participation in training sessions on planning for Tier I instruction.
Person responsible for monitoring outcome:	Shantell Goldsby (shantell.goldsby@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will use the Teach Like a Champion Instructional strategies to check for understanding, set high academic expectations, structure the learning environment, pace the lessons, ensure students are engaged in learning and establish a classroom culture that supports all scholars.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The TLAC strategies have been proven and tested as successful research-based tools for maximizing the learning of the scholars and helping the teachers facilitate a high-engaged learning environment.

Action Steps to Implement
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.

Teachers will attend participate in all district professional development and weekly support groups as needed. In addition, Instructional coaches will organize ongoing monthly professional development as well as learning walkthrough to ensure best practices are being utilized and lesson plans are aligned to the standards and give feedback to teachers as needed.

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

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

At least 50% of grades K-2 scored beginning level in foundational skills.

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

Trends across grade levels 3-5 show at least 72% of students scored a level 1 (Inadequate), and 18% scored a level 2 (below satisfactory). At least 60-73% scored below grade level in Vocabulary. However, in Informational text 50-60% score at level 2

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)

By May of 2023 Charles Drew will increase will have a 20% increase from 4% to 24% in proficiency as will be measured on the FAST PM3 assessment.

Grades 3-5: Measureable Outcome(s)

By May of 2023 Charles Drew will increase will have a 20% increase from 8% to 28% in proficiencywill be measured on the FAST PM3 assessment.

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.

Administrators and instructional coaches will conduct walkthroughs, give feedback to teachers, provide pullout and push-in support, conduct data chats and professional development.

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

Butler, Yolanda, yolanda.butler@browardschools.com

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?

Charles Drew is Benchmark Advance, Reading Horizon, and Magnetic Reading which are evidence based programs to provide whole and small group instruction.

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?

The resources are district mandate and are proven resource based on data.

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
Weekly PLC with grade level instructional coaches to review and preview student data and plan according	Goldsby, Shantell, shantell.goldsby@browardschools.com
Instructional coaches and support staff will provide targeted students with push-in and pullout support to meet their academic needs.	Butler, Yolanda, yolanda.butler@browardschools.com

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.

Charles R. Drew Elementary Magnet School incorporates a variety of strategies to build a school culture that's nurturing and supportive of all stakeholders: staff, students, parents, and community members. Each year the school incorporates a " schoolwide Theme" that's used to address diversity within the school as well a camaraderie throughout the school. In addition, Individual & small group counseling is provided based on students' individual needs (homeless, self-esteem, incarcerated parents, displaced and living in foster care, etc.). CDE also have various clubs such as Cheerleading, SECME/Robotics, book club, Men of

Class, and others for students to have extracurricular activities and engagements to keep their interest

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

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

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