

# Charles R Drew K 8 Center



2014-15 School Improvement Plan

## Charles R Drew K 8 Center

1775 NW 60TH ST, Miami, FL 33142

<http://drew.dadeschools.net/>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

98%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

100%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>21</b>
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	32
Technical Assistance Items	33
<b>Appendix 3: Budget to Support Goals</b>	<b>34</b>

## 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Charles R. Drew K-8 Center is to recognize that each child is an individual, that all children are creative, and that all children strive to succeed. Our focus is to nurture growth, responsibility, and productivity; to embrace our diverse, multicultural population within a positive school-wide atmosphere. In doing so, we work toward an integrated curriculum that incorporates the Art, forms of music, dance, drama and visual arts through hands-on experience and technology. Our students will be challenged to develop and achieve academics, school spirit, self-pride and community values through their talents, daily studies and educational accomplishments.

##### **Provide the school's vision statement**

The vision of Charles R. Drew K-8 Center is to create an oasis for learning and a place where everyone is an awesome achiever.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Parent compacts and solicitation of feedback at faculty meetings, occur monthly to assess stakeholders' needs and concerns. Also data from assessments are analyzed by administration and staff to determine areas of need and growth. The results from data then drives various operations throughout the school.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Much work is still needed to improve resources and support systems within the school. This can be accomplished through the consistent utilization of the Positive Behavior System(PBS) that is currently set up in our school. Students have various opportunities to earn RAM bucks. A store has been set up to reward students for RAM bucks that have been acquired. Students must display quality character throughout the week and may cash in their RAM bucks at the store. Also, through our



counselor and the use of character education, students are constantly reminded to possess traits of a good citizen.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school-wide corrective action plan to reduce disruptive behavior and suspensions is based on the PBS (Positive Behavior Support) plan. PBS is a program comprised of strategies and systems to increase academic performance, increase safety, decrease problem behavior and establish a positive school culture. By analyzing school data and identifying problem areas, our PBS team formulated interventions to promote school pride, reward the students exhibiting the expected behavior and communicate findings to staff, students, and families. The following school interventions will be implemented this school year:

- Re-teach expectations
- Consistent rewards and consequences
- Conferences with students
- Referrals to school counselor and outside counseling agencies
- Parent contact
- Lunch detention
- Loss of privilege

An in-school counseling program for students is the Bullying and Violence Prevention Plan. This includes a curriculum to teach social skills, problem solving and awareness of individual differences. Counseling services include individual and small group counseling, e.g. crisis intervention, transitional issues, personal, social, and academic advisement.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

All Students

Attendance Students who miss more than 10% of instructional time

Behavior Students who have referrals that lead to suspension

Performance Students score at FCAT (FSA) Level 1 in either ELA or Math

Elementary

Performance Students who are not proficient in reading by Grade 3

Performance Students who are retained

Middle School

Performance Students who fail either ELA or Math

Performance Students who fail 2 or more of any course

**Provide the following data related to the school's early warning system**

*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		
Attendance below 90 percent	8	9	3	4	1	2	13	2	42	
One or more suspensions	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	8	3	6	4	0	3	5	2	31	
Level 1 on statewide assessment	0	0	0	29	31	22	38	29	149	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Our goal is to maintain discipline and a positive learning environment without suspending students. In an effort to reduce outdoor suspension the following strategies / activities will be implemented this school year.

- Parent conferences
- Detention (lunch or after school)
- Loss of privilege
- Restitution
- Alternative class assignment
- Progress report / behavior contract
- Provide Parent Portal training so parents can monitor their child's grades (academic and conduct)
- Develop a contract for parents to volunteer at the school or attend a parent workshop in lieu of outdoor suspension

Referral to student services (FAB/BIP/RtI)

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/190481>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

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

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Abner, Tracie	Principal
Nicolas, Jackson	Assistant Principal
Jean Mary, Bienicka	Teacher, K-12
Durant, Charmanine	Teacher, K-12
Smith-Harding, Shelly	Teacher, K-12
Pierre, Vivinx	Teacher, K-12

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The Leadership Team consists of the following: Principal, Assistant Principal, School Psychologist, School Counselor, and all Curriculum Coach.

Tier 1(Leadership Team)

- Tracie Lewis (Principal) and Jackson Nicolas (Assistant Principal) who will ensure commitment and allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and problem solving:

- Teachers (Ms. JeanMary, Ms. Durant, Ms. Smith-harding and Mr. Pierre); share the common goal of improving instruction for all students
- Special education personnel (Matthew Dawkins)
- School guidance counselor (Frances Vasquez)
- School psychologist (Yolanda Lockhart-smith)
- School social worker (Sandra Zamor)
- Member of advisory group, community stakeholders (Darryl Holsendolph, Thema Campbell, Cedric McMinn) , parents (Luis Diaz, Nakita Young, Rischena Hallman, Melissa Morgan, Erika Cruz)
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (Monthly) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The school psychologist (Yolanda Lockhart-smith), social worker (Sandra Zamor), assistant principal ( Jackson Nicolas) School guidance counselor (Frances Vasquez) and Reading Coaches (Lakevia Ford-white & Kerian Wilson) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

## Tier 3 SST

The principal (Tracie Lewis), Special education personnel (Matthew Dawkins), Math Coach (Cliffina Johnson), Science Coach (Barbara Taveras), Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

## Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

## Title I, Part A

Services are provided to ensure that Charles R. Drew K-8 Center students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and underprivileged students.

## Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

## Title I, Part D

Charles R. Drew K-8 Center receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

## Title II

Charles R. Drew K-8 Center uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

## Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Parent Outreach activities (K-12)
- Professional development of best practices for ESOL and content area teachers
- Reading and supplementary instructional materials (K-12)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

## Title VI, Part B – N/A

## Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors of the McKinney Vento Homeless Assistance Act, ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless, and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign to all the schools, each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a-community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

- Project Upstart will be implementing a summer academic enrichment camp for students in four homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

#### Supplemental Academic Instruction (SAI)

Charles R. Drew K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

The Violence Prevention Program consists of:

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program.

#### Nutrition Programs

1. Charles R. Drew K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
  2. Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs - N/A

#### Head Start

The Head Start Program is located at Charles R. Drew K-8 Center. Charles R. Drew K-8 Center and the Head Start staff participate in joint activities, such as professional development and transition procedures. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

#### Adult Education

N/A

#### Career and Technical Education

Charles R. Drew K-8 Center holds an Annual Career Day. The primary objective of Career Day is to acquaint students with the various opportunities available for future employment. Presenters are encouraged to discuss the types of careers available within their organization and the qualifications for those positions. These opportunities allow students to hear about the array of career opportunities open to them and provide them with a better understanding about the process of considering prospective career choices.

#### Job Training

N/A

#### Other

#### Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Nakita Young	Parent
Melissa Morgan	Parent
Erika Cruz	Parent
Rischena Hallman	Parent
Chanel Carter	Student
Carolyn Nelson-Goddart	Business/Community
Cedric McMinn	Business/Community
Thelma Campbell	Business/Community
Shownda Pagan	Business/Community
Tracie Lewis	Principal
Charmaine Durant	Teacher
Carole Bonami	Teacher
Carol George-McNeal	Teacher
Brenda Henry	Teacher
Kerian Wilson	Student
Cliffina Johnson	Teacher
Dorene Walters	Education Support Employee

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SAC committee met on the second Wednesday of each month to review and discuss revisions of last year's School Improvement Plan.

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

The committee will discuss available funds. Proposals will be made during the following meeting, allowing all members the opportunity to vote.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Student Incentives for academic achievement and positive behavior.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)****Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Abner, Tracie	Principal
Nicolas, Jackson	Assistant Principal
Jean Mary, Bienicka	Teacher, K-12
Smith-Harding, Shelly	Teacher, K-12

**Duties*****Describe how the LLT promotes literacy within the school***

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

**Public and Collaborative Teaching**

*The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).*

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Charles R. Drew K-8 Center will implement a school-wide initiative which includes all grade-level and special area teachers. All instructional staff will be required to integrate research based strategies within their respective areas to support and improve academic achievement.

Curriculum coaches will provide ongoing professional development to all instructional staff. In addition, instructional staff attending District professional development sessions will be required to share the information from workshops with their grade-level and/or subject area teachers. Administration will facilitate and actively participate in common planning to assist in promoting professional collaboration. Evidence of implementation will be monitored during classroom walkthroughs, review of lesson plans, and informal & formal assessment data.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Principal holds regular meetings with new teachers.  
New teachers are paired with veteran staff.



Solicit referrals from current employees, Region Centers, and district.  
Principal provides meaningful professional development opportunities for new teachers.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

N/A

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Administration will meet with curriculum coaches either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to special needs populations, such as at-risk, SWD, and ELL students. The curriculum coaches will assist teachers with providing instruction on the focus lessons either by facilitating common planning and modeling various portions of instruction.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency?  
(What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

## Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year

and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry

out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the

next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends

the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 21,600**

Students will receive instruction and intervention in core academic subjects.

**Strategy Rationale**

The All Stars program will assist in the improvement of academic achievement of the middle school students.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Abner, Tracie, pr1401@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

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

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Charles R. Drew K-8 Center works closely with the neighboring preschools. At our school-site, we have the Head Start Program for three and four year olds. In May of each school year, our Kindergarten teachers invite the incoming kindergarten students and teachers from this program, along with their parents, to a Transition Meeting. At our Transition to Kindergarten Parent Meeting, we will provide information about the Kindergarten Curriculum, Childhood Development Stages, Skills that Ease the Transition to Kindergarten, & Registration Procedures for the 2014-2015 school year. At Charles R. Drew K-8 Center, all incoming Kindergarten students are assessed for school readiness by using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS is made up of two separate measures: the Early Childhood Observation System (ECHOS), and the Florida Assessments for Instruction in Reading – K (FAIR-K). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers. FAIR measures the growth and development of early literacy skills. Data from FAIR and FLKRS will be used to plan instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. FAIR will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To prepare students to be college and career ready through STEM programs.
- G2.** To increase student attendance and reduce suspensions.
- G3.** To increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. To prepare students to be college and career ready through STEM programs.** 1a

G049681

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	

**Resources Available to Support the Goal** 2

- Community School Assistant Principal, teachers, computers

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of participation in STEM projects and other district math and science related activities

**Plan to Monitor Progress Toward G1.** 8

Monitor common planning and class instruction, Data chats, Science and Math Interims, Science Fair projects, FSA results

**Person Responsible**

Tracie Abner

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

FSA results, Science and Mathematics data, completed Science FAIR projects, attendance logs for after school tutoring

**G2. To increase student attendance and reduce suspensions.** 1a

G049008

**Targets Supported** 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	
One or More Suspensions	
Attendance Below 90%	

**Resources Available to Support the Goal** 2

- RAMS Bucks Behavior chart, Counselor, Social Worker,

**Targeted Barriers to Achieving the Goal** 3

- The teachers are not proficient with implementing PBS (Positive Behavior Systems).

**Plan to Monitor Progress Toward G2.** 8

SCAM and PBS reports will be reviewed on a monthly basis to determine the progress of PBS.

**Person Responsible**

Tracie Abner

**Schedule**

Monthly, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

SCAM reports, PBS reports

**G3. To increase student achievement by improving core instruction in all content areas.** 1a

G048106

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	

**Resources Available to Support the Goal** 2

- Curriculum coaches, ETO personnel, Interventionist, common planning schedule, collaboration during faculty meetings, leadership team meetings, technology, pacing guides, data chats, LAFS, MAFS and Thinking Maps, community partners

**Targeted Barriers to Achieving the Goal** 3

- Understanding Florida Standards for instructional application is a challenge.

**Plan to Monitor Progress Toward G3.** 8

The Leadership Team will meet with teachers regularly to discuss assessment results and student progress.

**Person Responsible**

Tracie Abner

**Schedule**

Quarterly, from 9/26/2014 to 6/3/2015

**Evidence of Completion**

Classroom Walk-through logs, Monthly Assessments, Interim Assessments, Student Work Folders, State adopted assessments



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To prepare students to be college and career ready through STEM programs. **1**

 G049681

**G1.B1** Limited evidence of participation in STEM projects and other district math and science related activities **2**

 B124392

**G1.B1.S1** Create tutorial programs and school related initiatives that focus on mathematics and science.

**4**

 S136291

#### Strategy Rationale

This will increase awareness and interest in science and mathematics.

#### Action Step 1 **5**

The Mathematics and Science Coach will collaborate with teachers on integrating math and science lesson plans.

#### Person Responsible

Tracie Abner

#### Schedule

Weekly, from 9/22/2014 to 3/16/2015

#### Evidence of Completion

sign-in sheets, common planning agendas, classroom observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administration and the coaches will conduct classroom walkthroughs.

**Person Responsible**

Tracie Abner

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Sign In Sheets, Science Projects, student journals, participation in FAIR Expo, attendance records for tutorial programs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Monthly Science and Math Assessments will be monitored.

**Person Responsible**

Tracie Abner

**Schedule**

Monthly, from 9/1/2014 to 6/3/2015

***Evidence of Completion***

Student data and work, Science and Math journals, data reports from Iready

**G2.** To increase student attendance and reduce suspensions. 1

G049008

**G2.B1** The teachers are not proficient with implementing PBS (Positive Behavior Systems). 2

B122429

**G2.B1.S1** The PBS coach/counselor and selected staff will introduce and train teachers on how to implement PBS effectively. 4

S135455

**Strategy Rationale**

This will ensure the effective implementation of recognizing positive behavior.

**Action Step 1** 5

Re-Introduce and implement PBS system

**Person Responsible**

Tracie Abner

**Schedule**

Monthly, from 8/25/2014 to 9/3/2014

**Evidence of Completion**

meeting agenda, sign-in sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Class walkthroughs will be conducted to observe the utilization of PBS charts.

**Person Responsible**

Tracie Abner

**Schedule**

Daily, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Student PBS folders, PBS charts

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Monitor the amount SCAMS, referrals and suspensions

**Person Responsible**

Tracie Abner

**Schedule**

Weekly, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

SCAM reports, PBS reports


**G3. To increase student achievement by improving core instruction in all content areas.** 1

 G048106

**G3.B2 Understanding Florida Standards for instructional application is a challenge.** 2

 B119938

**G3.B2.S1** Teachers will plan for and deliver instruction that is based on standards and/or specific course benchmarks. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. As a result, students will experience and master course content and skills, as a result of rigorous, purposeful and engaging instructional activities. 4

 S131767

**Strategy Rationale**

To ensure and assist in the effective implementation of common planning

**Action Step 1** 5

Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses. Explicit planning focusing with the end in mind.

**Person Responsible**

Tracie Abner

**Schedule**

Monthly, from 8/14/2014 to 6/3/2015

**Evidence of Completion**

agendas, sign-in sheets, PD documentation, exits slips

### Action Step 2 5

Instructional staff will collaboratively develop effective lesson plans that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.

#### **Person Responsible**

Tracie Abner

#### **Schedule**

Weekly, from 9/15/2014 to 6/3/2015

#### **Evidence of Completion**

agendas, sign-in sheets, PD documentation, exits slips, student journals, work samples, lesson plans

### Action Step 3 5

Instructional staff will implement lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.

#### **Person Responsible**

Tracie Abner

#### **Schedule**

Daily, from 9/15/2014 to 6/3/2015

#### **Evidence of Completion**

student journals, work samples, lesson plans, walk-through logs, coaching logs

### Action Step 4 5

Support will be provided by the Curriculum Coaches as needed.

#### **Person Responsible**

Tracie Abner

#### **Schedule**

Daily, from 9/15/2014 to 6/3/2015

#### **Evidence of Completion**

agenda, sign-in sheets, PD documentation,

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

Administration will monitor effective lesson plan implementation with fidelity for lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.

**Person Responsible**

Tracie Abner

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

sign-in sheets, walkthrough logs

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Administration will monitor teacher-made assessments, student work folders and journals to determine effectiveness of instruction.

**Person Responsible**

Tracie Abner

**Schedule**

Weekly, from 9/29/2014 to 6/3/2015

**Evidence of Completion**

student performance data, Student Work Folders, AR reports, observational data, mini assessments

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses. Explicit planning focusing with the end in mind.	Abner, Tracie	8/14/2014	agendas, sign-in sheets, PD documentation, exits slips	6/3/2015 monthly
G2.B1.S1.A1	Re-Introduce and implement PBS system	Abner, Tracie	8/25/2014	meeting agenda, sign-in sheets	9/3/2014 monthly
G1.B1.S1.A1	The Mathematics and Science Coach will collaborate with teachers on	Abner, Tracie	9/22/2014	sign-in sheets, common planning agendas, classroom observations	3/16/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	integrating math and science lesson plans.				
G3.B2.S1.A2	Instructional staff will collaboratively develop effective lesson plans that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.	Abner, Tracie	9/15/2014	agendas, sign-in sheets, PD documentation, exits slips, student journals, work samples, lesson plans	6/3/2015 weekly
G3.B2.S1.A3	Instructional staff will implement lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.	Abner, Tracie	9/15/2014	student journals, work samples, lesson plans, walk-through logs, coaching logs	6/3/2015 daily
G3.B2.S1.A4	Support will be provided by the Curriculum Coaches as needed.	Abner, Tracie	9/15/2014	agenda, sign-in sheets, PD documentation,	6/3/2015 daily
G1.MA1	Monitor common planning and class instruction, Data chats, Science and Math Interims, Science Fair projects, FSA results	Abner, Tracie	8/18/2014	FSA results, Science and Mathematics data, completed Science FAIR projects, attendance logs for after school tutoring	6/3/2015 monthly
G1.B1.S1.MA1	Monthly Science and Math Assessments will be monitored.	Abner, Tracie	9/1/2014	Student data and work, Science and Math journals, data reports from Iready	6/3/2015 monthly
G1.B1.S1.MA1	Administration and the coaches will conduct classroom walkthroughs.	Abner, Tracie	8/18/2014	Sign In Sheets, Science Projects, student journals, participation in FAIR Expo, attendance records for tutorial programs	6/3/2015 monthly
G2.MA1	SCAM and PBS reports will be reviewed on a monthly basis to determine the progress of PBS.	Abner, Tracie	9/8/2014	SCAM reports, PBS reports	6/3/2015 monthly
G2.B1.S1.MA1	Monitor the amount SCAMS, referrals and suspensions	Abner, Tracie	9/8/2014	SCAM reports, PBS reports	6/3/2015 weekly
G2.B1.S1.MA1	Class walkthroughs will be conducted to observe the utilization of PBS charts.	Abner, Tracie	9/8/2014	Student PBS folders, PBS charts	6/3/2015 daily
G3.MA1	The Leadership Team will meet with teachers regularly to discuss assessment results and student progress.	Abner, Tracie	9/26/2014	Classroom Walk-through logs, Monthly Assessments, Interim Assessments, Student Work Folders, State adopted assessments	6/3/2015 quarterly
G3.B2.S1.MA1	Administration will monitor teacher-made assessments, student work folders and journals to determine effectiveness of instruction.	Abner, Tracie	9/29/2014	student performance data, Student Work Folders, AR reports, observational data, mini assessments	6/3/2015 weekly
G3.B2.S1.MA1	Administration will monitor effective lesson plan implementation with fidelity for lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.	Abner, Tracie	8/18/2014	sign-in sheets, walkthrough logs	6/3/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G3.** To increase student achievement by improving core instruction in all content areas.

**G3.B2** Understanding Florida Standards for instructional application is a challenge.

**G3.B2.S1** Teachers will plan for and deliver instruction that is based on standards and/or specific course benchmarks. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. As a result, students will experience and master course content and skills, as a result of rigorous, purposeful and engaging instructional activities.

### PD Opportunity 1

Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses. Explicit planning focusing with the end in mind.

#### Facilitator

District Personnel

#### Participants

Teachers, Curriculum Coaches, Administration

#### Schedule

Monthly, from 8/14/2014 to 6/3/2015

### PD Opportunity 2

Instructional staff will collaboratively develop effective lesson plans that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.

#### Facilitator

District Personnel, Curriculum Coaches

#### Participants

Teachers, Curriculum Coaches, Administration

#### Schedule

Weekly, from 9/15/2014 to 6/3/2015



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To prepare students to be college and career ready through STEM programs.	200
<b>Goal 2:</b> To increase student attendance and reduce suspensions.	100
<b>Goal 3:</b> To increase student achievement by improving core instruction in all content areas.	200
<b>Grand Total</b>	<b>500</b>

### Goal 1: To prepare students to be college and career ready through STEM programs.

Description	Source	Total
<b>B1.S1.A1</b> - Composition books	Title I Part A	200
<b>Total Goal 1</b>		<b>200</b>

### Goal 2: To increase student attendance and reduce suspensions.

Description	Source	Total
<b>B1.S1.A1</b> - School supplies, small prizes,	Title I Part A	100
<b>Total Goal 2</b>		<b>100</b>

### Goal 3: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
<b>B2.S1.A2</b> - Composition Books	Title I Part A	200
<b>Total Goal 3</b>		<b>200</b>