

Florida A&M University Developmental Research School



2014-15 School Improvement Plan

Florida A&M University Developmental Research School

400 W ORANGE AVE, Tallahassee, FL 32305

www.famudrs.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	69%

Alternative/ESE Center	Charter School	Minority
No	No	99%

School Grades History

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

School Board Approval

This plan is pending approval by the FAMU Lab Sch 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I 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
Prevent	1	Sam Foerster
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 Florida A&M University's Developmental Research School (FAMU DRS) is to conduct research, demonstration, and evaluation of the management of teaching and learning. FAMU DRS will place curriculum emphasis on mathematics, science, technology, and foreign languages. FAMU DRS is committed to providing a quality education for students by promoting rigor and innovative strategies for teaching and learning.

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

Provide the school's vision statement

The vision of FAMU DRS is to become an exemplary school and to be recognized nationally for academic achievement in preparing students for higher education.

School Environment

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

Many of the teachers, staff, and some of the administrators are from the Tallahassee and surrounding communities. They were reared in the area, have their families in the community, and have continued to contribute to the community. It is through interactions and conversations with faculty, staff, parents, students, and community members that relationships are built at school and community events. Events at the school and in the community are combined to build those relationships and a mutual respect for each other both on and off campus.

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

Elementary students are met at their designated drop off point and are greeted at the gate of the school. Elementary staff are posted in the cafeteria to greet all students to make sure everything is safe and well for all students. Other FAMU DRS staff are posted in different areas of campus securing and maintaining a safe atmosphere.

During the school day, students are encouraged and able to report any issues that have occurred to administrators, staff, or counselors. Teachers monitor their classrooms and report any issues that have occurred in or outside of the classroom.

Administrators and staff monitor departure areas and report any issues that occur during dismissal.

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

Champs behavior system is used in the middle school building. Champs helps to maintain consistent policies and procedures for all middle school students. Also, both the elementary and middle school building use ClassDojo. ClassDojo is a classroom tool that helps teachers save time, boost classroom

engagement, and improve student behavior quickly and easily, with no painful data entry. ClassDojo also lets teachers communicate student progress with parents, students, and administrators. All of FAMU DRS students adhere to the school wide student code of conduct. All students at FAMU DRS wear school uniforms which curtails a lot of misbehavior.

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

FAMU DRS has multiple programs to support students with social-emotional needs. FAMU DRS has two guidance counselors who help out with social-emotional needs of students. The guidance counselors recommend and seek help from local agencies such as the Bond Community Health Center. We also have established a mentoring program with FAMU athletes who help support teachers and students with academics and moral support. Our MTTs program is infused throughout the school programs and activities to help with students every day operations. FAMU DRS provides a multitude of extracurricular activities that help students explore a variety of interest.

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

Attendance: 1. Initial notice (Letter) of tardies, unexcused absences when student have accumulated at least 3 unexcused tardies or absences. 2. Second notice (Letter) of tardies, unexcused absences when student have accumulated at least 5 unexcused tardies and absences which include parent meeting and attendance agreement between home and school.

Suspensions: 1. Individual counseling with administrator and guidance counselor. 2. Parent, student, administrator, teachers, and guidance counselor meeting. 3. Behavior plan contract between parent, student, and school.

Course Failure: 1. Students are offered and enrolled into the tutoring program with GEAR UP and other school related tutoring programs. 2. Students are scheduled to take intensive support courses in Language Arts and Mathematics. 3. Summer school is offered to all failing students.

Level 1: Students are scheduled to take intensive support courses in Language Arts and Mathematics. They are also offered after school and weekend tutoring support and classes.

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	8	9	10	11		12
Attendance below 90 percent	7	2	2	0	1	2	0	2	2	7	26	20	16	87
One or more suspensions	0	0	0	0	0	0	12	19	16	4	13	6	0	70
Course failure in ELA or Math	3	2	2	4	2	0	1	1	1	7	4	1	0	28
Level 1 on statewide assessment	0	0	0	6	2	8	16	14	16	22	27	7	0	118

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

Indicator	Grade Level									Total
	K	1	2	5	7	8	9	10	11	
Students exhibiting two or more indicators	2	1	1	1	4	6	5	4	2	26

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

To promote academics, several strategies such as tutorial services (e.g., homework hotline, teacher assistance, peer tutoring program, grade level meeting, Saturday School, career planning, counselor support), teaming/cooperative planning (e.g., establishing ninth-grade teams,), and staff development (e.g., teacher in-service, regular faculty meetings, and PLC) are utilized.

Other academic components may include adjustment for classroom characteristics (e.g., ability grouping, smaller class sizes, freshmen-only classes {ENG I, WH, HOPE, AVID 1}), program monitoring (e.g., feedback from students, teachers, and administrator teams (Leadership Team); administrative support (e.g., program monitoring by principal), and facilities support (e.g., varying start time for each school, common location for middle school).

Specifically:

The program includes services for students discussed in grade level meetings beginning in the middle school but specifically target for the 9 – 12 at the beginning of the year. We post information on our parents on the famudrs.org website (e.g., letters and phone calls), and counselors go into the classrooms and talk to the students about graduation requirements. We also design scheduling to that the students will meet a certain amount of the requirements at each level.

Academics: Intensive reading at all grade levels in middle school for our students that are working below grade level (FCAT Achievement level 2 and below). Advanced reading for students and on and above grade level (FCAT Achievement level 3 and above). Math intervention is integrated into the math curriculum to include ALEKS and before and after school tutoring.

Study skills are emphasized through the use of a reading specialist (e.g., emphasis on reading skills in each course, assistance for ninth graders to prepare for academic contests), peer involvement (e.g., peer teachers available before and after school, HS newsletter with study skills hints), and team involvement (e.g., writing enhancement programs through ELA and FAMU DRS Writes).

Socialization is addressed by attending to student concerns (e.g., teachers as advisors, awards for academic success and appropriate behavior, club and/or newsletter, regular grade level meetings) and parent concerns (e.g., SAB, SAC, PTA, open house, parent conferences and grade level meetings).

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/24369>.

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

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
Grant, Sandra	Principal
Belle-McGlockton, Joan	Principal
JERRY, RENEE	Teacher, ESE
Labissiere, Sheila	Teacher, K-12
Williams, Willie	Teacher, K-12
Wilson, Vivian	Teacher, K-12
Lane, Alicia	Teacher, K-12
Barnes, Zellee	Principal
Thompson, Anthony	Teacher, K-12
Wallace, Kay	Guidance Counselor

Duties

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

Dr. Patricia Hodge, Superintendent, oversees all programs and activities at FAMU DRS.

Sandra Grant, Elementary Principal, oversees all programs and activities in Elementary School. She is responsible for implementation of Florida Standards and elementary curriculum. Additionally, she is responsible for analyzing all data in content areas from the district and state wide assessments.

Zellee Barnes, Middle School Principal, oversees all programs and activities in Middle School. She is responsible for implementation of Florida Standards and middle school curriculum. Additionally, she is responsible for analyzing all data in content areas from the district and state wide assessments.

Joan McGlockton, High School Principal, oversees all programs and activities in High School. She is responsible for implementation of Florida Standards and high school curriculum. Additionally, she is responsible for analyzing all data in content areas from the district and state wide assessments.

Bonita Williams, Literacy Coach, oversees FAIR data and responsible for implementation of Florida Standards for ELA. In addition, she is responsible for analyzing all data in ELA from the district and state wide assessments.

Jacqueline Jackson, K-2 grade level chair, leads and supports all academic and behavioral planning for grades K-2.

Sheila Labissiere, 3-5 grade level chair, leads and supports all academic and behavioral planning for grades 3-5.

Alicia Morency-Lane, Math Department Chair, leads and supports all academic concerns in the math content area.

Willie Williams, Science Department Chair, leads and supports all academic concerns in the science content area.

Anthony Thompson, Social Studies Department Chair, leads and supports all academic concerns in the social studies content area.

Vivian Wilson, ELA Department Chair, leads and supports all academic concerns in the ELA content area.

Renee Jerry, ESE Chair, MTSS Coordinator and Homeless Liaison, collects data from teachers, analyzes and disseminates the data to parents, teachers and the community. She works diligently

with the teachers to determine if students need additional support from the MTSS system or to be referred for further evaluation for ESE services.

Kay Wallace, Guidance Counselor, responsible for scheduling and all counseling services for grades K-12.

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

Title I, Part A

FAMU DRS uses Title I funds to implement comprehensive strategies that addresses the needs of all students and to improve the educational programs for the the school with a direct focus on our most academically at risk students. Title I funds also supplement the school's academic programs by providing additional technology, instructional programs, personnel, professional development, parent involvement activities, and opportunities for data analysis and review. Through Title I funds, FAMU DRS offers After School and Saturday Academies. Students are offered extended learning activities to improve their mastery of standards in Reading, Math, Writing, and Science.

21st Century S.M.A.R.T. Academy

FAMU DRS also offers Elementary and Secondary students extended learning and academic enrichment programs through the 21st Century S.M.A.R.T. Academy for grades 3-12. S.M.A.R.T. Academy is offered both after school and during the summer time. They also help students with homework completion as well.

Gear-Up/Avid

FAMU DRS offers A.V.I.D. classes as part of the curriculum beginning in eighth grade. Gear-Up is also an integral part of the curriculum and is offered year round for students in grades 6-12. College recruiters periodically make classroom presentations to present students with updated information regarding academic as well GPA requirements.

McKinney-Vento Homeless Education Act

All applications include a question about the students residency which helps to determine the status of homelessness as per the state definition of homelessness. If the student is deemed to be homelessness, then Ms. Renee Jerry works diligently with the parent to make sure students receive what they need to be successful at FAMU DRS.

National School Lunch Program

FAMU DRS participates in the Department of Agriculture National Lunch Program. Students at FAMU DRS receives hot breakfasts and lunches on a daily basis. The purpose of the program is to assure all of our students receive healthy and nutrituous meals.

Breakfast School Program

Safe Schools

FAMU DRS is allocated for a School Resource Officer. The SRO trains administrators, teachers, and staff on school safety. He also assures administrators, teachers, and staff trained annually on child abuse. He also presents twice a year a bullying presentation to students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ursula Staten Tinner	Parent
Esther Warrendorf	Parent
Sandra Grant	Principal
Zellee Barnes	Principal
Joan McGlockton	Principal
Erika Willis	Student
Sylvester Peck	Teacher
Sheryl Cooper	Parent
Saundra Inge	Business/Community
Jency Probert	Business/Community
	Student

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 School Advisory Council members were presented with the School Improvement Plan. As the year progressed, the School Advisory Council members received monthly reports on the School Improvement Plan. They were also involved in the discussion of areas of need from the School Improvement Plan. They were involved in many discussions of the statewide assessments indicated in the School Improvement Plan. They were updated on data from the School Improvement Plan periodically.

Development of this school improvement plan

The School Advisory Council members were presented with the School Improvement Plan. The School Advisory Council members met to review and ask questions concerning the School Improvement Plan. They provided the school leadership team input to the School Improvement Plan. As the year progresses, the School Advisory Council members will review data and give input to the School Improvement Plan.

Preparation of the school's annual budget and plan

Last year the School Advisory Council members were given an annual budget and plan report. This year they will be given an updated budget and plan report. As the year progresses, the School Advisory Council members will receive updated budget and plan report revisions.

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

The school improvement funds were used to provide incentives and a celebration for students after the completion of the assessments. The students were treated to a fun day activity in which all students were allowed to participate in games and other carnival- like activities.

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)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

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

Name	Title
Barnes, Zellee	Assistant Principal
Belle-McGlockton, Joan	Principal
Grant, Sandra	Principal
Sherriffe, Luwella	Teacher, K-12
Wilson, Vivian	Teacher, K-12
Labissiere, Sheila	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will ensure that Learning Focused strategies, writing in all content areas, and the new ELA Florida Standards are being implemented at every grade level and school building. The LLT will also implement extended reading passages, Pearson Florida Reading Curriculum, Journey's Reading Series, differentiation, flexible grouping, and higher order thinking in the ELA areas. Also, emphasis will be geared towards areas of need based on district and state wide assessments analyzed by administrators, teachers, and literacy coach. The team will also utilize the K-12 Reading plan as their guide.

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

FAMU DRS makes every effort to provide common planning during the school day especially on the elementary and middle school levels. The schools also have scheduled times for Professional Learning Communities where analyzing of school and state wide data, behavior, and collaborative planning takes place. Periodically, teachers are provided professional development in order to collaborate together. Teachers are encouraged to use and share common lesson plans and classroom activities.

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

The Superintendent and the leadership team attend Florida Agricultural and Mechanical University and other colleges job fairs annually. The leadership team also recruits from the College of Education at FAMU as well other neighboring colleges and universities. Potential teachers seek job positions that are available on the Florida Agricultural and Mechanical University website. Additionally, the school utilizes the PAEC (consortium) website to advertise vacancies. The Superintendent checks all certifications before hiring. The Superintendent and the leadership team work with the new teachers in the new teacher mentoring program. The Superintendent and the leadership team are responsible for recruiting and maintaining effective teachers.

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

All new teachers are paired with their Peer Mentor by the experience, subject, and grade level. The mentoring pair uses the district's peer mentoring guide as a guide to complete all observations, assignments, and other information due to the district. Resources are given to the new teachers as a means to support them in the classroom, planning of lesson plans, professional development, and classroom management. The leadership team makes an effort to support and check on new teachers on a weekly basis to ensure beginning and new teachers to the districts are supported in all areas.

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

FAMU DRS uses CPALMS, which directly links to the Florida course descriptions, to help create lesson plans and to adopted district instructional materials. Teachers have been trained to unpack the Florida Standards, pulling out their learning goals for their lesson plans. Teachers are required to include the Florida Standards in their lesson plans. Also, teachers list the standards daily for students in their common board configuration. Both school and district administrators conduct frequent walkthroughs and observations in all classes to ensure that Florida Standards are covered and taught in all content areas.

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

FAMU DRS uses a variety of data to provide differentiated instruction, including programs (SuccessMaker, Go Math, Pearson Florida, Journey's, FAIR) along with district and state assessments. The data from these programs and assessments help guide flexible grouping for the elementary students and scheduling of courses and classes for the secondary students. Resource Teachers are in classrooms to help assist and provide additional resources and differentiated instruction for struggling students. Also, struggling students are given extra time at the end of each day (Homeroom) with the Resource Teachers. The school's MTSS Coordinator help teachers with the differentiated instruction as well as the behavior and frustration of struggling students.

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: 54,000

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) was created in 1998 and is a federal program designed to increase the college-going rate of low income students. With the intent of improving student achievement and success in postsecondary education, GEAR UP programs provide research-based early outreach strategies that include: academic support; information about postsecondary education and financial aid; scholarships; counseling services; and other relevant strategies.

Strategy Rationale

GEAR UP gives all students extra support in reading, math, science, writing, and social studies. GEAR UP is designed for students to receive one on one tutoring in all core subjects. The GEAR UP program assist all struggling students with their individual needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Belle-McGlockton, Joan, joan.mcglockton@famu.edu

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

Monitoring of all district and state assessments, SAT scores, and ACT scores will be used to analyze the effectiveness of the GEAR UP program.

Strategy: After School Program

Minutes added to school year: 14,400

The 21st Century Community Learning Centers (21st CCLC) program is a key component of the “NO CHILD LEFT BEHIND” Act (Federal Education Act), authorized under Title IV, Part B. It is an opportunity for students and their families to continue to learn new skills and discover new opportunities after the regular school day has ended.

The purpose of the program is to establish 21st CCLC programs that provide students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students’ regular academic program. The 21st CCLC programs also engage adult family members, of actively participating students, through educational and personal development opportunities.

Strategy Rationale

The 21st CCLC program provides safe environments for students during non-school hours. The program provides a range of high-quality services to support student learning and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g., homework assistance, reading, math, science, and technology programs), service learning, character education, physical education and recreational activities, and dropout prevention.

The Florida A&M University (FAMU) College of Education in collaboration with the Florida A&M University Developmental Research School (DRS) are proud to announce the implementation of a Florida Department of Education 21st Century Community Learning Centers project. Commensurate with the state mandates, the project, FAMU SMART Academies (Science, Math, Arts, Reading, Technology) embraces the opportunity to positively influence student performance through the implementation of innovational educational practices. Select academic disciplines are offered in after school and summer programs for students enrolled at DRS. FAMU SMART Academies feature five academies in the areas of science, mathematics, reading and technology. The Arts, including visual, performing and culinary are infused in each academy. The academies provide opportunities that address the academic needs of students through project-based activities, homework assistance, tutoring, field experiences and career exploration. All instructions are delivered through curricular materials that are research-proven. Academies offer parent involvement opportunities to facilitate character development and encourage family literacy. The FAMU SMART Academies program is primarily designed to support DRS academic structure; enhance students’ performance on the Florida Comprehensive Assessment Test (FACT); increase the number of students graduating from high school; improve the academic performance of at-risk students; and facilitate at-risk students’ admission to college.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Barnes, Zellee, zellee.barnes@fam.u.edu

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

Monitoring of all district and state assessments will be used to analyze the effectiveness of the extended day enrichment program.

Strategy: Extended School Day

Minutes added to school year:

FAMU DRS Extended Day Enrichment Program is designed to help students with homework and academic needs in math, reading, writing, and science. FAMU DRS Extended Day Enrichment Program is geared to help all struggling students.

Strategy Rationale

FAMU DRS Extended Day Enrichment Program gives all students extra support in reading, math, writing, and science. The extended day enrichment program also help students with one one one homework instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Grant, Sandra, sandra.grant@famuedu

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

Monitoring of all district and state assessments will be used to analyze the effectiveness of the extended day enrichment program.

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

Each spring, FAMU DRS hold kindergarten screenings. During this time, parents are assisted with completing required registration forms. Students also participate in a kindergarten readiness assessment along with speech and language screenings. FAMU DRS conducts parent grade level meetings twice a year. During these meetings parents are provided with the course of study, graduation requirements, and deadlines for ACT/SAT assessments, and the graduation plan based on the grade level for each cohort. Follow-up information is provided to parents and students via the school's website and individual meetings with the school's guidance counselor if requested. FAMU DRS also utilizes course request forms through the guidance department and individual advising of students and parents on a daily basis.

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

FAMU DRS offers AVID classes as part of the curriculum beginning in the eighth grade. GEAR UP is also an integral part of the curriculum and is offered year round for students in grades 6-12. College recruiter's periodically make classroom presentations to present students with updated information regarding academics as well as GPA requirements. They also present information about career development and possible career choices. Students also travel throughout the school year visiting colleges in the state of Florida. As part of FAMU DRS students in middle school are offered computer and career planning courses. In this course the students have the opportunity to utilize the online

planner Choices. The high school students are offered academic support through the after school ACT/SAT classes. During this class students learn strategies for taking and passing the ACT and SAT. They are also exposed to career development and planning for College and Career Readiness.

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

The school has three career and technical academies available for the students. The Agribusiness program provides students the opportunity to learn about agriscience and the agribusiness industry. Students may gain dual enrollment credits as well as industry certification. The engineering technology academy provides students the opportunity to gain insight into the engineering field. The students may have the option to take exams for the industry certification in Auto-CAD. Finally, the microsoft computer academy provides the students the opportunity to learn the variety of programs offered in the MicroSoft Office Suite. Students will have the opportunity to get industry certification in microsoft.

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

In the elementary school the students work with professors from the local university to gain experience in gardening. This provides hands on experience in agriscience. This ties into the students science curriculum and allows the students practical experience that enhances their learning.

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

Students who qualify will dual enroll in college courses at Florida Agricultural and Mechanical University. Honor courses are offered in Language Arts, Math, Science, and Social Studies. Tutorial sessions in ACT/SAT are offered in the fall and spring for juniors and seniors. The PSAT was administered to all eighth and tenth grade students to help determine college readiness. The PERT assessment will be given in the spring to all eleventh and twelfth grade students who did not make acceptable scores for college.

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.** Attendance Goal: Implement and enforce a uniform system of support and rewards to increase attendance for students.
- G2.** Writing Goal: Implement Florida Writing Standards across all grade levels and content areas
- G3.** Increase the percentage of students that score proficient on the state wide assessments in science.
- G4.** Increase the percentage of students that score proficient on the statewide math assessment.
- G5.** Increase student proficiency in reading.

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. Attendance Goal: Implement and enforce a uniform system of support and rewards to increase attendance for students. 1a

G057130

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- 1. Enforce Attendance Policy as written in the 2014-2014 Student Code of Conduct A. (Implementation of “Academic Failure” for excessive absenteeism) B. (Consistency in enforcing Attendance Policy and discipline associated with attendance) 2. Disseminate Student Code of Conduct which will include attendance policy A. Within first two weeks of school all students will receive Student Code of Conduct B. Parents, Students, and Faculty receive copy of Student Code of Conduct C. Hold parents accountable for student absences 3. Establish and implement reward system/policies A. Students receive “Perfect Attendance” certificates (nine weeks) B. Photographs of students earning attendance awards around campus C. Game Days for perfect attendance or Game Times per quarter D. Earn points based on attendance to redeem school supplies and FAMU gear E. End of the Year “Perfect Attendance” banquet awards ceremony F. Student Choice Awards G. Scholarship Drawings for Perfect Attendance

Targeted Barriers to Achieving the Goal 3

- 1. Students not arriving to school in a timely manner.
- 2. FAMU DRS not enforcing the attendance policy to the maximum.
- 3. Teachers not taking adequate attendance records

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Writing Goal: Implement Florida Writing Standards across all grade levels and content areas 1a

G057129

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- 1. Journey's Curriculum 3-5 2. Pearson Florida Literature 6-12 3. Odell Curriculum 5-8 4. Learning Focused Strategies 5. Florida Standards Writing Trainings and Assessment Website 6. Writing Focus Calendars 7. School-wide Writing Committee 8. FAMU DRS Writing Prompts 9. Writing in all Content Areas 10. Saturday Academies

Targeted Barriers to Achieving the Goal 3

- Training needed for teachers for Florida Writing Standards
- Students lack prior knowledge and prerequisite skills in this type of writing
- Limited knowledge of the writing exam and expectations for student success

Plan to Monitor Progress Toward G2. 8

Teachers will use the Florida Standards Assessment in Writing, baseline and mid-year assessments, and monthly prompts to monitor fidelity of the writing strategies with all students in grades 3-12.

Person Responsible

Sandra Grant

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Increase scores on district and state assessments. The leadership team continues to analyze data in order to drive instruction for writing in our quarterly meetings.

G3. Increase the percentage of students that score proficient on the state wide assessments in science.

1a

G057128

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science % Proficient	59.0
FCAT 2.0 Science % Proficient	30.0
Biology I End-of-Course assessment passing rate	75.0

Resources Available to Support the Goal 2

- 1. National Geographic Curriculum 3-5 2. Florida Interactive Science (Pearson) 6-8 3. Exposure to STEM opportunities 4. Hands-on Science Labs 5. Collaboration in Science between FAMU DRS and FAMU 6. School-wide Science Team 7. Science based research/inquiry 8. Learning Focused Strategies 9. Florida Standards Writing

Targeted Barriers to Achieving the Goal 3

- 1. Science Teachers training for Florida Standards Writing
- 3. Student lack prior knowledge and prerequisite skills

Plan to Monitor Progress Toward G3. 8

Teachers will use FCAT Science, Biology EOC, weekly assessments, baseline assessments, and mid-year assessments to monitor fidelity of the science strategies with all students in grades 3-12.

Person Responsible

Joan Belle-McGlockton

Schedule

Every 6 Weeks, from 8/18/2014 to 6/2/2015

Evidence of Completion

Increase scores on district and state assessments. The leadership team continues to analyze data in order to drive instruction for science in our quarterly meetings.

G4. Increase the percentage of students that score proficient on the statewide math assessment. 1a

G057031

Targets Supported 1b

Indicator	Annual Target
AMO Targets Math - All Students	51.0
Algebra I End-of-Course assessment passing rate	45.0
Geometry End-of-Course assessment passing rate	30.0

Resources Available to Support the Goal 2

- 1. Go Math (3-8) 2. Learning Focused Strategies 3. Aleks (3-5) 4. Khan Academy (6-8) 5. Study Island (9-12) 6. Technology digital labs, videos, 7. After-school Tutoring, Saturday Academies 8. Math coding/unravel/intensive vocabulary 9. Training of New Math State Standards 10. Florida Standards Assessment Website

Targeted Barriers to Achieving the Goal 3

- 1. Students need instructional support that may extend outside of the school day
- 3. Teachers require training in new math standards.

Plan to Monitor Progress Toward G4. 8

Teachers will use Florida Standards Assessments in math, Algebra, Geometry and Algebra II EOC, Aleks, Khan Academy, Study Island, baseline, and mid-year assessments to monitor fidelity of math strategies with all students in grades 3-12.

Person Responsible

Joan Belle-McGlockton

Schedule

Every 6 Weeks, from 8/18/2014 to 6/2/2015

Evidence of Completion

Increase scores on district and state assessments. The leadership team continues to analyze data in order to drive instruction for math in our quarterly meetings.

G5. Increase student proficiency in reading. 1a

G056637

Targets Supported 1b

Indicator	Annual Target
AMO Targets Reading - All Students	59.0
Reading % making learning gains	75.0
Florida Standards Assessment (FSA) English Language Arts proficiency rate	60.0

Resources Available to Support the Goal 2

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Targeted Barriers to Achieving the Goal 3

- Students need additional support for instruction in Language Arts
- Teachers have not increased the rigor of instruction in reading
- Students Lack the Stamina for sustained reading requirements

Plan to Monitor Progress Toward G5. 8

Teachers will use FAIR, SuccessMaker Reports, and district assessments to monitor fidelity of the reading strategy with all students in grades 3-12.

Person Responsible

Zellee Barnes

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Increase scores on district and state assessments. The leadership team continues to analyze data in order to drive instruction for reading in our quarterly meetings.

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. Attendance Goal: Implement and enforce a uniform system of support and rewards to increase attendance for students. **1**

 G057130

G1.B1 1. Students not arriving to school in a timely manner. **2**

 B144630

G1.B1.S1 **4**

 S156837

Strategy Rationale

Action Step 1 **5**

Teachers will use attendance records to monitor the fidelity of attendance with all students in grades 3-12.

Person Responsible

Sandra Grant

Schedule

Daily, from 8/18/2014 to 6/2/2015

Evidence of Completion

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

The guidance counselor will run daily attendance reports for all students in grades 3-12.

Person Responsible

Kay Wallace

Schedule

Daily, from 8/18/2014 to 6/2/2015

Evidence of Completion

The guidance counselor will collect daily attendance and monitor the students tardies and absences. She will use the attendance records to determine who will receive attendance failures for classes.

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

Principals will check teacher attendance records to make sure attendance is taken daily. The guidance counselor will check and monitor attendance daily for accuracy of students absences and tardies.

Person Responsible

Kay Wallace

Schedule

Daily, from 8/18/2014 to 6/2/2015

Evidence of Completion

G2. Writing Goal: Implement Florida Writing Standards across all grade levels and content areas 1

G057129

G2.B1 Training needed for teachers for Florida Writing Standards 2

B144629

G2.B1.S1 Provide training to teachers on the Florida writing Standards 4

S156836

Strategy Rationale

Teachers will be better able to support student achievement in the area of writing by understanding the standards and by having proven strategies to teach those standards

Action Step 1 5

Monitor the Florida Writing Standards instruction

Person Responsible

Zellee Barnes

Schedule

Every 6 Weeks, from 8/18/2014 to 6/2/2015

Evidence of Completion

Baseline, Mid-Year, and End of Year Assessments from the district, Monthly and weekly assessments from teachers, and Florida Writing Standards Assessment

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

Person Responsible

Schedule

Evidence of Completion

G2.B2 Students lack prior knowledge and prerequisite skills in this type of writing **2**

 B145546

G2.B2.S1 Teach students the requisite skills for the new Florida Writing Standards **4**

 S157794

Strategy Rationale

Students are unfamiliar with the new writing standards. They will have to learn to write to the new standards.

Action Step 1 **5**

Teach the Florida Writing Standards

Person Responsible

Sandra Grant

Schedule

Daily, from 8/25/2014 to 6/2/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Student achievement data on monthly writing prompts

Person Responsible

Vivian Wilson

Schedule

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

Evidence of Completion

Data from the FAMU DRS Writing Prompt will be used to monitor the implementation of the writing program school wide.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student achievement data in writing will be evaluated to determine the effectiveness of the writing program

Person Responsible

Sandra Grant


Schedule

On 6/3/2015


Evidence of Completion

Student achievement on the Florida Assessment will be evaluated to determine the effectiveness of the Writing program.

G2.B3 Limited knowledge of the writing exam and expectations for student success 2

 B145547

G2.B3.S1 Provide teachers the information as it is acquired on the Florida Standards Assessment. 4

 S157795

Strategy Rationale

Teachers will need to know the format of the assessment so that they can prepare the students to respond appropriately.

Action Step 1 5

Teachers will be provided information on the Florida Writing Assessment when it is obtained from the FLDOE

Person Responsible

Sandra Grant

Schedule

On 1/30/2015

Evidence of Completion

Sign- in sheets, agenda, presentation

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The Data from the Florida Writing Assessment will be reviewed to determine the effectiveness of the writing program.

Person Responsible

Sandra Grant

Schedule

On 6/3/2015

Evidence of Completion

Student achievement data will be analysed to determine the effectiveness of the writing program.

G3. Increase the percentage of students that score proficient on the state wide assessments in science. 1

G057128

G3.B1 1. Science Teachers training for Florida Standards Writing 2

B144628

G3.B1.S1 Provide professional Development to science teachers in the Florida Writing Assessments 4

S156835

Strategy Rationale

Professional development in this area would help the science teachers provide strategies to students that would help them respond to written prompts on the FCAT Science exam

Action Step 1 5

Provide ongoing professional Development to science teachers to develop their skills in teaching the Florida Writing Standards

Person Responsible

Joan Belle-McGlockton

Schedule

Quarterly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Agendas, Presentations, minutes, sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monthly formative assessments of the science curriculum will be provided to determine if teachers are implementing the initiative. In addition classroom walk troughs and a review of lesson plans will assist in pinpointing specific teacher needs.

Person Responsible

Joan Belle-McGlockton

Schedule

Monthly, from 10/6/2014 to 5/25/2015

Evidence of Completion

Progress monitoring data from ongoing formative assessments; lesson plans, walk through logs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

A review of student achievement data on the FCAT Science and the Biology EOC will be conducted to determine the effectiveness of the science program.

Person Responsible

Joan Belle-McGlockton


Schedule

On 6/3/2015


Evidence of Completion

Data from the FCAT Science and Biology EOC exams will be used.

G3.B3 3. Student lack prior knowledge and prerequisite skills 2

 B145544

G3.B3.S1 Provide additional resources and more hands on opportunities for students to experiment in science 4

 S157793

Strategy Rationale

Students will have the opportunity to practice the science content which will reinforce their learning and promote greater retention.

Action Step 1 5

Provide teachers with the necessary resources to provide students with hands on opportunities in science

Person Responsible

Willie Williams

Schedule

Biweekly, from 9/8/2014 to 5/18/2015

Evidence of Completion

expenditure logs, materials request,

Action Step 2 5

Provide labs and other hands on activities to students during science classes

Person Responsible

Willie Williams

Schedule

Biweekly, from 9/1/2014 to 5/25/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Review lesson plans, review class room walk through data, review student work samples

Person Responsible

Joan Belle-McGlockton

Schedule

Monthly, from 9/1/2014 to 5/25/2015

Evidence of Completion

Student work samples; lesson plans indicating science labs; walk through logs indicating observation of labs

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Student achievement data on the FCAT Science and Biology End of Course Exam will be reviewed to determine the effectiveness of the science program

Person Responsible

Joan Belle-McGlockton

Schedule

On 6/3/2015

Evidence of Completion

Student Achievement Data on the FCAT Science; Biology EOC

G4. Increase the percentage of students that score proficient on the statewide math assessment. 1

G057031

G4.B1 1. Students need instructional support that may extend outside of the school day 2

B144369

G4.B1.S1 Provide students with opportunities to gain instructional support after the school day and on the weekends. 4

S157796

Strategy Rationale

Students need additional support for mathematics instruction provided in class. Providing additional time outside of the school day will allow students to gain mastery of prerequisite skills.

Action Step 1 5

Hire tutors and teachers to support math instruction by tutoring students after hours and on weekends.

Person Responsible

Alicia Lane

Schedule

On 1/16/2015

Evidence of Completion

Budget, payroll, sign- in sheets, lesson plans, student sign- in

Action Step 2 5

Provide tutoring to students in mathematics after school hours and weekends.

Person Responsible

Alicia Lane

Schedule

Weekly, from 1/5/2015 to 4/24/2015

Evidence of Completion

Pay roll logs, sign - in sheets, student sign- in, lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Weekly formative assessments provided during after school and weekends to monitor student progress.

Person Responsible

Alicia Lane

Schedule

Weekly, from 1/5/2015 to 4/24/2015

Evidence of Completion

Data from weekly progress monitoring assessments

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review of student achievement data on the Florida Standards Assessments in math, Algebra, Geometry and Algebra II EOC,

Person Responsible

Alicia Lane


Schedule

On 6/3/2015


Evidence of Completion

Student Data from the Florida Standards Assessments in math, Algebra, Geometry and Algebra II EOC will be reviewed to determine effectiveness of the mathematics tutorial program.

G4.B3 3. Teachers require training in new math standards. 2

 B145552

G4.B3.S1 Provide professional development to Math Teachers on the new Florida Standards 4

 S157797

Strategy Rationale

Teachers will need to ensure that they have a firm grasp of the new standards and what is required at each grade level.

Action Step 1 5

Provide professional development for the new math standards at every grade level

Person Responsible

Alicia Lane

Schedule

Monthly, from 1/5/2015 to 6/3/2015

Evidence of Completion

Presentations, sign - in sheets, agendas, student work samples

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Principals will monitor the implementation of the the strategy by reviewing lesson plans and by conducting walkthroughs

Person Responsible

Alicia Lane

Schedule

Monthly, from 1/5/2015 to 5/25/2015

Evidence of Completion

Lesson Plans, sign- in sheets; student work samples, agendas, presentations, walk through logs

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Progress monitoring assessments to monitor the effectiveness of the professional development

Person Responsible

Alicia Lane

Schedule

Monthly, from 1/5/2015 to 5/25/2015

Evidence of Completion

Student data from formative assessments;

G5. Increase student proficiency in reading. 1

 G056637

G5.B1 Students need additional support for instruction in Language Arts 2

 B143190

G5.B1.S1 4

 S155274

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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
G2.B1.S1.A1	Monitor the Florida Writing Standards instruction	Barnes, Zellee	8/18/2014	Baseline, Mid-Year, and End of Year Assessments from the district, Monthly and weekly assessments from teachers, and Florida Writing Standards Assessment	6/2/2015 every-6-weeks

FAMU Lab Sch - 0351 - Florida A & M Univ Develop Research School - 2014-15 SIP
Florida A&M University Developmental Research School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will use attendance records to monitor the fidelity of attendance with all students in grades 3-12.	Grant, Sandra	8/18/2014		6/2/2015 daily
G5.B1.S1.A1	[no content entered]			one-time	
G2.B2.S1.A1	Teach the Florida Writing Standards	Grant, Sandra	8/25/2014		6/2/2015 daily
G2.B3.S1.A1	Teachers will be provided information on the Florida Writing Assessment when it is obtained from the FLDOE	Grant, Sandra	11/3/2014	Sign- in sheets, agenda, presentation	1/30/2015 one-time
G3.B3.S1.A1	Provide teachers with the necessary resources to provide students with hands on opportunities in science	Williams, Willie	9/8/2014	expenditure logs, materials request,	5/18/2015 biweekly
G3.B1.S1.A1	Provide ongoing professional Development to science teachers to develop their skills in teaching the Florida Writing Standards	Belle-McGlockton, Joan	9/29/2014	Agendas, Presentations, minutes, sign-in sheets	5/25/2015 quarterly
G4.B1.S1.A1	Hire tutors and teachers to support math instruction by tutoring students after hours and on weekends.	Lane, Alicia	1/5/2015	Budget,payroll, sign- in sheets, lesson plans, student sign- in	1/16/2015 one-time
G4.B3.S1.A1	Provide professional development for the new math standards at every grade level	Lane, Alicia	1/5/2015	Presentations, sign - in sheets, agendas, student work samples	6/3/2015 monthly
G3.B3.S1.A2	Provide labs and other hands on activities to students during science classes	Williams, Willie	9/1/2014		5/25/2015 biweekly
G4.B1.S1.A2	Provide tutoring to students in mathematics after school hours and weekends.	Lane, Alicia	1/5/2015	Pay roll logs, sign - in sheets, student sign- in, lesson plans	4/24/2015 weekly
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Principals will check teacher attendance records to make sure attendance is taken daily. The guidance counselor will check and monitor attendance daily for accuracy of students absences and tardies.	Wallace, Kay	8/18/2014		6/2/2015 daily
G1.B1.S1.MA1	The guidance counselor will run daily attendance reports for all students in grades 3-12.	Wallace, Kay	8/18/2014	The guidance counselor will collect daily attendance and monitor the students tardies and absences. She will use the attendance records to determine who will receive attendance failures for classes.	6/2/2015 daily
G2.MA1	Teachers will use the Florida Standards Assessment in Writing, baseline and mid-year assessments, and monthly prompts to monitor fidelity of the writing strategies with all students in grades 3-12.	Grant, Sandra	8/18/2014	Increase scores on district and state assessments. The leadership team continues to analyze data in order to drive instruction for writing in our quarterly meetings.	6/2/2015 monthly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	Student achievement data in writing will be evaluated to determine the effectiveness of the writing program	Grant, Sandra	6/3/2015	Student achievement on the Florida Assessment will be evaluated to determine the effectiveness of the Writing program.	6/3/2015 one-time
G2.B2.S1.MA1	Student achievement data on monthly writing prompts	Wilson, Vivian	9/1/2014	Data from the FAMU DRS Writing Prompt will be used to monitor the implementation of the writing program school wide.	6/3/2015 monthly
G2.B3.S1.MA1	The Data from the Florida Writing Assessment will be reviewed to determine the effectiveness of the writing program.	Grant, Sandra	6/3/2015	Student achievement data will be analysed to determine the effectiveness of the writing program.	6/3/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1	[no content entered]			one-time	
G3.MA1	Teachers will use FCAT Science, Biology EOC, weekly assessments, baseline assessments, and mid-year assessments to monitor fidelity of the science strategies with all students in grades 3-12.	Belle-McGlockton, Joan	8/18/2014	Increase scores on district and state assessments. The leadership team continues to analyze data in order to drive instruction for science in our quarterly meetings.	6/2/2015 every-6-weeks
G3.B1.S1.MA1	A review of student achievement data on the FCAT Science and the Biology EOC will be conducted to determine the effectiveness of the science program.	Belle-McGlockton, Joan	6/3/2015	Data from the FCAT Science and Biology EOC exams will be used.	6/3/2015 one-time
G3.B1.S1.MA1	Monthly formative assessments of the science curriculum will be provided to determine if teachers are implementing the initiative. In addition classroom walk troughs and a review of lesson plans will assist in pinpointing specific teacher needs.	Belle-McGlockton, Joan	10/6/2014	Progress monitoring data from ongoing formative assessments; lesson plans, walk through logs.	5/25/2015 monthly
G3.B3.S1.MA1	Student achievement data on the FCAT Science and Biology End of Course Exam will be reviewed to determine the effectiveness of the science program	Belle-McGlockton, Joan	6/3/2015	Student Achievement Data on the FCAT Science; Biology EOC	6/3/2015 one-time
G3.B3.S1.MA1	Review lesson plans, review classroom walk through data, review student work samples	Belle-McGlockton, Joan	9/1/2014	Student work samples; lesson plans indicating science labs; walk through logs indicating observation of labs	5/25/2015 monthly
G4.MA1	Teachers will use Florida Standards Assessments in math, Algebra, Geometry and Algebra II EOC, Aleks, Khan Academy, Study Island, baseline, and mid-year assessments to monitor fidelity of math strategies with all students in grades 3-12.	Belle-McGlockton, Joan	8/18/2014	Increase scores on district and state assessments. The leadership team continues to analyze data in order to drive instruction for math in our quarterly meetings.	6/2/2015 every-6-weeks
G4.B1.S1.MA1	Review of student achievement data on the Florida Standards Assessments in math, Algebra, Geometry and Algebra II EOC,	Lane, Alicia	6/3/2015	Student Data from the Florida Standards Assessments in math, Algebra, Geometry and Algebra II EOC will be reviewed to determine effectiveness of the mathematics tutorial program.	6/3/2015 one-time
G4.B1.S1.MA1	Weekly formative assessments provided during after school and weekends to monitor student progress.	Lane, Alicia	1/5/2015	Data from weekly progress monitoring assessments	4/24/2015 weekly
G4.B3.S1.MA1	Progress monitoring assessments to monitor the effectiveness of the professional development	Lane, Alicia	1/5/2015	Student data from formative assessments;	5/25/2015 monthly
G4.B3.S1.MA1	Principals will monitor the implementation of the the strategy by reviewing lesson plans and by conducting walkthroughs	Lane, Alicia	1/5/2015	Lesson Plans, sign- in sheets; student work samples, agendas, presentations, walk through logs	5/25/2015 monthly
G5.MA1	Teachers will use FAIR, SuccessMaker Reports, and district assessments to monitor fidelity of the reading strategy with all students in grades 3-12.	Barnes, Zellee	8/18/2014	Increase scores on district and state assessments. The leadership team continues to analyze data in order to drive instruction for reading in our quarterly meetings.	6/5/2015 monthly

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.

G2. Writing Goal: Implement Florida Writing Standards across all grade levels and content areas

G2.B1 Training needed for teachers for Florida Writing Standards

G2.B1.S1 Provide training to teachers on the Florida writing Standards

PD Opportunity 1

Monitor the Florida Writing Standards instruction

Facilitator

Florida Department of Education

Participants

Dr. Patricia Hodge, Sandra Grant, Zellee Barnes, Shachari Parks, Shelia Labissiere, Rondretta Campbel

Schedule

Every 6 Weeks, from 8/18/2014 to 6/2/2015

G2.B3 Limited knowledge of the writing exam and expectations for student success

G2.B3.S1 Provide teachers the information as it is acquired on the Florida Standards Assessment.

PD Opportunity 1

Teachers will be provided information on the Florida Writing Assessment when it is obtained from the FLDOE

Facilitator

Sandra Grant; FL DOE

Participants

All teachers, administrators

Schedule

On 1/30/2015

G3. Increase the percentage of students that score proficient on the state wide assessments in science.

G3.B1 1. Science Teachers training for Florida Standards Writing

G3.B1.S1 Provide professional Development to science teachers in the Florida Writing Assessments

PD Opportunity 1

Provide ongoing professional Development to science teachers to develop their skills in teaching the Florida Writing Standards

Facilitator

Joan McGlockton

Participants

All Science teachers

Schedule

Quarterly, from 9/29/2014 to 5/25/2015

G4. Increase the percentage of students that score proficient on the statewide math assessment.

G4.B3 3. Teachers require training in new math standards.

G4.B3.S1 Provide professional development to Math Teachers on the new Florida Standards

PD Opportunity 1

Provide professional development for the new math standards at every grade level

Facilitator

Alicia Lane

Participants

All Math Teachers

Schedule

Monthly, from 1/5/2015 to 6/3/2015

G5. Increase student proficiency in reading.

G5.B1 Students need additional support for instruction in Language Arts

G5.B1.S1

PD Opportunity 1

Facilitator

Learning Focused Strategies

Participants

FAMU DRS Administrators, Faculty and Staff

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 4: Increase the percentage of students that score proficient on the statewide math assessment.	15,000
Grand Total	15,000

Goal 4: Increase the percentage of students that score proficient on the statewide math assessment.		
Description	Source	Total
B1.S1.A1 - Provision for saturday academy	Title I Part A	15,000
Total Goal 4		15,000