

# Florida A&M University Developmental Research School



2015-16 School Improvement Plan

## Florida A&M University Developmental Research School

400 W ORANGE AVE, Tallahassee, FL 32305

[www.famudrs.org](http://www.famudrs.org)

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

69%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

99%

### School Grades History

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

### School Board Approval

This plan was approved by the FAMU Lab Sch County School Board on 12/24/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</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 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

Historically, the school has a rich legacy and is an integral part of the local community. Many of the teachers, staff, and some of the administrators are from the Tallahassee and surrounding communities. They were reared in the area, have their families in the community, and have continued to contribute in a positive manner to the community. These individuals have strong community ties and bonds. It is through these interactions and conversations with all stakeholders relationships are nurtured, maintained and sustained. Events at the school and in the community are combined, fostering a wholistic sense of pride and respect for the school.

##### 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 by staff members. Elementary staff are posted in the cafeteria to greet all students providing supervision and oversight of all elementary students. Throughout the campus, middle school and high school staff members are positioned to provide supervision for all secondary students. The overarching goal is to provide an atmosphere of safety and security.

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



There are several behavioral systems in place throughout K-12. All teachers have a classroom behavior system in place. These systems identify what the classroom expectations. Students and parents are informed of these behavior systems during Back to School Orientations and during Open house. Additionally, Champs behavior system is used in the middle school. The program helps to maintain consistent policies and procedures for all middle school students. Class Dojo is used school wide in elementary, middle and high school classrooms. ClassDojo is a classroom tool which allows teachers to save time, enhance classroom engagement, and improves student behavior quickly and easily, negating the need for data entry. The use of this program fosters communication between teachers, parents and administrator's. All of FAMU DRS students adhere to the FAMU DRS Student Code of Conduct. Students wear school uniforms which eliminates misbehavior and minimizes distractions.

**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**

There are multiple programs to support students with social-emotional needs. The school employs two guidance counselors. Part of their responsibility is to provide support and services for students who need the extra social and or emotional support. 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 students 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 scheduled to take intensive support courses in Language Arts and Mathematics. 2. 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 Saturday 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 and dismissal times 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 for our parents on the famudrs.org website (e.g., letters and phone calls), and counselors conduct classrooms visits presenting information to students about high school graduation requirements.

Students classes are scheduled to help them meet the academic requirements at each grade 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 (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, High School newsletter with study skills techniques are provided), and team involvement (e.g., writing enhancement programs through ELA and FAMU DRS Writes).

Socialization is addressed by attending to student concerns and needs utilizing the following: (e.g., teachers as advisors/mentors, student recognition awards by teachers, awards for academic success and appropriate behavior, club and/or newsletter articles, regular grade level meetings) and parent conferences (e.g., SAB, SAC, PTA, open house, and parent concerns are addressed in a timely manner.

**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**

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

The Superintendent and principals, each have an open door policy which lends itself to a warm and welcoming environment for community stakeholders.

**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:**

Name	Title
Grant, Sandra	Principal
Belle-McGlockton, Joan	Principal
JERRY, RENEE	Teacher, ESE
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
Seremy, Verline	Teacher, K-12
McCall, Stephanie	Teacher, K-12

**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. Along with the school based administrators she is responsible for overseeing the process to ensure that the laws and policies are followed in the best interest of the students.

Mrs. Sandra Grant, Elementary Principal, is responsible for all programs and activities in Elementary School. She is responsible for implementation of Florida Standards and elementary curriculum and

for analyzing all data in content areas from district and state wide assessments.

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

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

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

Mrs. Stephanie McCall-Davis, K-2 grade level chair, leads and supports all academic and behavioral planning for grades K-2.

Mrs. Verline Seremy-Powe, 3-5 grade level chair, leads and supports all academic and behavioral planning for grades 3-5.

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

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

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

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

Mrs. 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.

Mrs. 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.

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 homeless, 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:**

Name	Stakeholder Group
Ursula Staten Tinner	Parent
Sandra Grant	Principal
Zellee Barnes	Principal
Joan Belle-McGlockton	Principal
Sylvester Peck	Teacher
Sheryl Cooper	Parent
Saundra Inge	Business/Community
Jency Probert	Business/Community
Yvette Tellis	Parent
Arjani Claitt	Student
	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)**

**Membership:**

Name	Title
Barnes, Zellee	Principal
Belle-McGlockton, Joan	Principal
Grant, Sandra	Principal
Wilson, Vivian	Teacher, K-12
McCall, Stephanie	Teacher, K-12
Seremy, Verline	Teacher, K-12
McCall, Stephanie	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 based upon the experience, subject, and grade level of the Mentor. 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 adopt 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 (ISTATION, Go Math, Pearson Florida, Journey's, FAIR, Study Island) 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 beginning of each day with the Resource Teachers. The school's MTSS Coordinator helps teachers with utilizing differentiation during instruction as well as address 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:** 300

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***

Wilson, Vivian, [vwilson@famulab.edu](mailto:vwilson@famulab.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 S.M.A.R.T Academies 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@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.

**Strategy: After School Program**

**Minutes added to school year:**

FAMU DRS provides after school and Saturday academies that are designed to give students extended hours of intense instruction to help prepare them to score proficiently on the Florida Assessment Standards.

**Strategy Rationale**

The after school academies will gives all students extra support in reading, math, writing, and science.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Grant, Sandra, sandra.grant@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 after school academies.

**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 conducts 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. Parents are provided with the state of Florida's graduation plan based upon the grade level for each cohort. Follow-up information is provided to parents and students via the school's website, individual meetings with the school's guidance counselor if requested and grade level meetings. The guidance department provides each student with course request forms giving them an opportunity to select courses that they would like to enroll in. Individual advising of students and parents is provided by our guidance counselor.

**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. College representatives periodically make classroom presentations. Students have access to information regarding Grade Point average requirements and different academic programs from AVID classes, and college representatives. Information about different career choices and career development is provided. Opportunities are provided to students to visit colleges and universities throughout the school year 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 AVID ACT/SAT classes and after school sessions. During this class students learn study skills and test taking strategies to help with passing the ACT and SAT. Students are exposed to career development and planning for College and Career Readiness as a part of the AVID curriculum..

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

Currently the school does not offer any career and technical education classes leading to industry certification. However, the school does provide classes in computer programming for student's in grades 5-12,

**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 aligns with the 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 may dually enroll in college courses at Florida Agricultural and Mechanical University. As a part of FAMU DRS Program of study, honor level 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. Our guidance counselor meets with students and parents to provide individual counseling sessions. Parent meetings are held for students in grades 9-12 sharing with parents valuable information regarding graduation and their role in this process.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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: Increase the percentage of students that score proficient on the FSA Writing Assessment
- 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

G068935

**Targets Supported** 1b

Indicator	Annual Target
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**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" policy for excessive absenteeism) B. (Consistency in enforcing Attendance Policy and discipline associated with attendance) 2. Disseminate Student Code of Conduct which includes the 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

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

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

Principals will track teacher attendance records via FOCUS

**Person Responsible**

Joan Belle-McGlockton

**Schedule**

Daily, from 9/8/2015 to 5/27/2016

**Evidence of Completion**

Principals will provide teachers with email notification that attendance has not been entered into FOCUS as required.

**G2. Writing Goal: Increase the percentage of students that score proficient on the FSA Writing Assessment**

1a

G068936

**Targets Supported** 1b

Indicator	Annual Target
	46.0

**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 11. ISTATION

**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**

Zellee Barnes

**Schedule**

Monthly, from 8/17/2015 to 6/3/2016

**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. Baseline, mid-year, end of the year assessments, monthly writing prompts, 2015 FSA Writing Scores

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

1a

G068937

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	59.0
FCAT 2.0 Science Proficiency	30.0
Bio I EOC Pass	65.0

**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 Florida A & M University
- 6. School-wide Science Curriculum Team
- 7. Science based research/inquiry instructional methods
- 8. Learning Focused Strategies
- 9. Florida Standards Writing

**Targeted Barriers to Achieving the Goal** 3

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

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

Teachers will use data from 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**

Monthly, from 8/18/2015 to 5/27/2016

**Evidence of Completion**

The following evidence will be used: Classroom Walkthroughs, , workshops, professional trainings for teachers Quarterly benchmark tests will be given. Increase of scores on district and state assessments. The leadership team will analyze data in order to monitor instruction for science in our quarterly meetings.



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

G068938

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	30.0

**Resources Available to Support the Goal** 2

- 1. Go Math (3-8) 2. Learning Focused Strategies 3. ISTATON (K-8) 4. Khan Academy (6-8) 5. Study Island (9-12) 6. Technology digital labs, videos, 7. After-school Tutoring, Saturday Academies 8. Training of New Math State Standards 9. 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, 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**

Quarterly, from 8/18/2015 to 5/27/2016

**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

G068939

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
ELA/Reading Gains	75.0
FSA - English Language Arts - Proficiency Rate	60.0

**Resources Available to Support the Goal** 2

- 1. Journeys Curriculum (3-5) 2. Pearson Florida Literature (6-12) 3. Odell Curriculum (5-8) 4. Istation (K-8) 5. After school and Saturday Academies 6. Florida Standards for Reading and Assessment Website

**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 rigorous reading requirements

**Plan to Monitor Progress Toward G5.** 8

Teachers will use FAIR, Istation, district assessments/curriculum assessments, and the Florida Standards Assessments in Reading to monitor fidelity of the reading strategy with all students in grades 3-12. Classroom walkthroughs will be utilized to monitor differentiated instruction for all students.

**Person Responsible**

Zellee Barnes

**Schedule**

Monthly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Increased 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**

 G068935

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

 B179191

**G1.B1.S1** Students arriving to school on time will receive points or tokens that will be used through the year to be redeemed for special prizes or activities. **4**

 S190542

### Strategy Rationale

Encouraging students to come to school everyday and arrive on time should help boost academic achievement and promote positive attitudes and good habits.

### Action Step 1 **5**

Teachers will use attendance records to monitor the fidelity of attendance with all students.

#### Person Responsible

Sandra Grant

#### Schedule

Daily, from 8/17/2015 to 5/27/2016

#### Evidence of Completion

Attendance records kept in Focus, attendance reports on report cards, attendance warnings sent to parents and teachers.

### 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 8/17/2015 to 5/27/2016

#### **Evidence of Completion**

Focus attendance records.

**G1.B2 FAMU DRS not enforcing the attendance policy to the maximum.** 2

 B179192

**G1.B2.S1** The attendance office will monitor attendance on a daily basis, and notify parents when their children are at risk for receiving an attendance failure. 4

 S204974

**Strategy Rationale**

When parents are reminded to the unexcused tardies and or lates, unexcused absentees, and the possibilities of attendance failures, they will try harder to get their children to school on time.

**Action Step 1** 5

The attendance office will send notices to parents of children with attendance problems to give warning before the students receive attendance failures.

**Person Responsible**

Sandra Grant

**Schedule**

On 5/27/2016

**Evidence of Completion**

Daily attendance records will be monitored to track students for excessive absenteeism.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Teachers will use attendance records to monitor the fidelity of attendance with all students.

**Person Responsible**

Kay Wallace

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Focus daily attendance records, attendance failure warning notices to parents and teachers, attendance records and failures on report cards.

## Plan to Monitor Effectiveness of Implementation of G1.B2.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 student absences and tardies.

### Person Responsible


### Schedule

Daily, from 8/17/2015 to 5/27/2016

### Evidence of Completion

Focus attendance records.

## G1.B3 Teachers not taking adequate attendance records 2

 B179193

### G1.B3.S1 Principals will monitor teacher attendance records to make sure attendance is taken daily. 4

 S204973

### Strategy Rationale

Accurate daily attendance records kept by teachers is absolutely necessary in order for the school to accurately track student attendance.

## Action Step 1 5

Principals will view attendance records in Focus to verify that attendance is being taken on a daily basis.

### Person Responsible

### Schedule

Daily, from 8/17/2015 to 5/27/2016

### Evidence of Completion

Daily teacher attendance records generated in Focus.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Principals will check attendance records that are generated in Focus on a daily basis. The guidance counselor will check and monitor the records for accuracy of student absences and tardies.

**Person Responsible**

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Daily teacher attendance records in Focus.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

The guidance will run daily attendance reports to check for accuracy of student attendance.

**Person Responsible**

Kay Wallace

**Schedule**

On 5/27/2016

***Evidence of Completion***

Daily Focus attendance reports

**G2. Writing Goal: Increase the percentage of students that score proficient on the FSA Writing Assessment** 1

G068936

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

B179194

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

S190543

**Strategy Rationale**

Teachers will be able to better 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 8/17/2015 to 6/3/2016

**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

Writing Leadership Team will look at monthly writing assessments along with baseline, mid-year, and end-of-the-year assessments, and FSA writing scores. They will also decided what changes need to be made if any as they look at trends in the writing data.

**Person Responsible**

Zellee Barnes

**Schedule**

On 6/3/2016

**Evidence of Completion**

Monthly writing assessments, baseline, mid-year, and end-of-the-year assessments, and 2015 FSA writing scores



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

Administrators will look at weekly lesson planning and conduct walkthroughs. Administrators will make sure monthly writing prompts are being taken place in every classroom. Also, during PLC administrators and teachers will discuss the writing data, etc. Administration will follow pacing guides for writing.

### Person Responsible

Zellee Barnes

### Schedule

Weekly, from 8/17/2015 to 6/3/2016


### Evidence of Completion

Lesson plans, PLC, Data chats, walkthroughs, pacing guides

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

 B179195

## G2.B2.S1 Teach students the prerequisite skills for the new Florida Writing Standards 4

 S190544

### Strategy Rationale

Students are becoming familiar 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

Zellee Barnes

### Schedule

Weekly, from 8/17/2015 to 6/3/2016

### Evidence of Completion

Lesson Plans, PLC, Monthly School-wide Writing Prompts, Assessments, Writing Data meetings with ELAR teachers

**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 8/17/2015 to 6/3/2016

***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 6/3/2016


***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**

 B179196

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

 S190545

**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 1/29/2016

***Evidence of Completion***

Sign- in sheets, agenda, presentation

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

Teachers will study the Florida Standards for Writing and develop sample practice test and use other resources available.

**Person Responsible**

Zellee Barnes

**Schedule**

Monthly, from 8/17/2015 to 4/1/2016

***Evidence of Completion***

PLC's, grade level meetings, sample practice tests.

**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**

 G068937

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

 B179197

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

 S190546

**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 9/29/2015 to 5/26/2016

**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 Student lack prior knowledge and prerequisite skills** 2

 B179199

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

 S190547

**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**

Student lab reports.

**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

G068938

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

B179201

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

S190548

### 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 teachers and support personnel 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 1/11/2016 to 4/8/2016

#### 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**

 B179203

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

 S190549

**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

 G068939

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

 B179204

**G5.B1.S1 Provide students with additional instruction in grammar and vocabulary during the after-school and Saturday academies.** 4

 S190550

**Strategy Rationale**

Additional instruction in grammar and vocabulary should help to strengthen reading comprehension skills.

**Action Step 1** 5

Students will receive additional instruction grammar and vocabulary during the after school and Saturday academies.

**Person Responsible**

Vivian Wilson

**Schedule**

Weekly, from 1/18/2016 to 4/1/2016

**Evidence of Completion**

Sign-in sheets, Lesson Plans, Mini Assessments

## Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Walkthroughs will be conducted by the administration to monitor the implementation of the strategy.

### Person Responsible

Sandra Grant

### Schedule

Weekly, from 1/18/2016 to 4/1/2016

### Evidence of Completion

Lesson plans will be reviewed, information collected during walkthroughs, and the data from mini exams will be used to monitor the implementation of the strategy.

## G5.B2 Teachers have not increased the rigor of instruction in reading 2

 B179205

**G5.B2.S1** Teachers will utilize the reading curriculum with fidelity and provide differentiated instruction to all students. 4

 S204976

### Strategy Rationale

The Journeys curriculum is designed to be a challenging series that will help teachers provide rigorous instruction in reading. The differentiated instruction provided by the teachers will enable them to reach students on all instructional levels.

## Action Step 1 5

Teachers will differentiate instruction and use the reading curriculum with fidelity.

### Person Responsible

Sandra Grant

### Schedule

Daily, from 8/17/2015 to 5/27/2016

### Evidence of Completion

Information gained from walkthroughs, observations, progress monitoring information, beginning, mid-year, and end of year data will be used to monitor the completion of the activity.

**G5.B3 Students Lack the Stamina for rigorous reading requirements** 2

B179206

**G5.B3.S1** Provide students with longer, more complex reading passages during reading instruction and on practice assessments. 4

S204986

**Strategy Rationale**

If students are gradually exposed to longer, more complex text on a consistent basis, this should help build stamina and endurance to be able to handle the text presented on state assessments.

**Action Step 1** 5

Teachers will gradually increase the length and complexity of reading passages to build stamina to help students sustain themselves during challenging reading tasks.

**Person Responsible**

Sandra Grant

**Schedule**

Daily, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Progress monitoring, benchmark, and formative assessment data.

**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
G1.B1.S1.A1	Teachers will use attendance records to monitor the fidelity of attendance with all students.	Grant, Sandra	8/17/2015	Attendance records kept in Focus, attendance reports on report cards, attendance warnings sent to parents and teachers.	5/27/2016 daily
G2.B1.S1.A1	Monitor the Florida Writing Standards Instruction	Barnes, Zellee	8/17/2015	Baseline, Mid-Year, and End of Year Assessments from the district, Monthly and weekly assessments from teachers, and Florida Writing Standards Assessment	6/3/2016 every-6-weeks
G2.B2.S1.A1	Teach the Florida Writing Standards	Barnes, Zellee	8/17/2015	Lesson Plans, PLC, Monthly School-wide Writing Prompts, Assessments, Writing Data meetings with ELAR teachers	6/3/2016 weekly
G2.B3.S1.A1	Teachers will be provided information on the Florida Writing Assessment when it is obtained from the FLDOE	Grant, Sandra	11/3/2015	Sign- in sheets, agenda, presentation	1/29/2016 one-time
G3.B1.S1.A1	Provide ongoing professional Development to science teachers to develop their skills in teaching the Florida Writing Standards	Belle-McGlockton, Joan	9/29/2015	Agendas, Presentations, minutes, sign-in sheets	5/26/2016 quarterly

**FAMU Lab Sch - 0351 - Florida A & M Univ Develop Research School - 2015-16 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
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
G4.B1.S1.A1	Hire teachers and support personnel 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
G5.B1.S1.A1	Students will receive additional instruction grammar and vocabulary during the after school and Saturday academies.	Wilson, Vivian	1/18/2016	Sign-in sheets, Lesson Plans, Mini Assessments	4/1/2016 weekly
G5.B2.S1.A1	Teachers will differentiate instruction and use the reading curriculum with fidelity.	Grant, Sandra	8/17/2015	Information gained from walkthroughs, observations, progress monitoring information, beginning, mid-year, and end of year data will be used to monitor the completion of the activity.	5/27/2016 daily
G5.B3.S1.A1	Teachers will gradually increase the length and complexity of reading passages to build stamina to help students sustain themselves during challenging reading tasks.	Grant, Sandra	8/17/2015	Progress monitoring, benchmark, and formative assessment data.	6/3/2016 daily
G1.B2.S1.A1	The attendance office will send notices to parents of children with attendance problems to give warning before the students receive attendance failures.	Grant, Sandra	8/17/2015	Daily attendance records will be monitored to track students for excessive absenteeism.	5/27/2016 one-time
G1.B3.S1.A1	Principals will view attendance records in Focus to verify that attendance is being taken on a daily basis.		8/17/2015	Daily teacher attendance records generated in Focus.	5/27/2016 daily
G3.B3.S1.A2	Provide labs and other hands on activities to students during science classes	Williams, Willie	9/1/2014	Student lab reports.	5/25/2015 biweekly
G4.B1.S1.A2	Provide tutoring to students in mathematics after school hours and weekends.	Lane, Alicia	1/11/2016	Pay roll logs, sign - in sheets, student sign- in, lesson plans	4/8/2016 weekly
G1.MA1	Principals will track teacher attendance records via FOCUS	Belle-McGlockton, Joan	9/8/2015	Principals will provide teachers with email notification that attendance has not been entered into FOCUS as required.	5/27/2016 daily
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	8/17/2015	Focus attendance records.	5/27/2016 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
G1.B3.S1.MA1	The guidance will run daily attendance reports to check for accuracy of student attendance.	Wallace, Kay	8/17/2015	Daily Focus attendance reports	5/27/2016 one-time
G1.B3.S1.MA1	Principals will check attendance records that are generated in Focus on a daily basis. The guidance counselor will check and monitor the records for accuracy of student absences and tardies.		8/17/2015	Daily teacher attendance records in Focus.	5/27/2016 daily

**FAMU Lab Sch - 0351 - Florida A & M Univ Develop Research School - 2015-16 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.B2.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 student absences and tardies.		8/17/2015	Focus attendance records.	5/27/2016 daily
G1.B2.S1.MA1	Teachers will use attendance records to monitor the fidelity of attendance with all students.	Wallace, Kay	8/17/2015	Focus daily attendance records, attendance failure warning notices to parents and teachers, attendance records and failures on report cards.	5/27/2016 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.	Barnes, Zellee	8/17/2015	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. Baseline, mid-year, end of the year assessments, monthly writing prompts, 2015 FSA Writing Scores	6/3/2016 monthly
G2.B1.S1.MA1	Administrators will look at weekly lesson planning and conduct walkthroughs. Administrators will make sure monthly writing prompts are being taken place in every classroom. Also, during PLC administrators and teachers will discuss the writing data, etc. Administration will follow pacing guides for writing.	Barnes, Zellee	8/17/2015	Lesson plans, PLC, Data chats, walkthroughs, pacing guides	6/3/2016 weekly
G2.B1.S1.MA1	Writing Leadership Team will look at monthly writing assessments along with baseline, mid-year, and end-of-the-year assessments, and FSA writing scores. They will also decided what changes need to be made if any as they look at trends in the writing data.	Barnes, Zellee	8/17/2015	Monthly writing assessments, baseline, mid-year, and end-of-the-year assessments, and 2015 FSA writing scores	6/3/2016 one-time
G2.B2.S1.MA1	Student achievement data in writing will be evaluated to determine the effectiveness of the writing program	Grant, Sandra	8/17/2015	Student achievement on the Florida Assessment will be evaluated to determine the effectiveness of the Writing program.	6/3/2016 one-time
G2.B2.S1.MA1	Student achievement data on monthly writing prompts	Wilson, Vivian	8/17/2015	Data from the FAMU DRS Writing Prompt will be used to monitor the implementation of the writing program school wide.	6/3/2016 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
G2.B3.S1.MA1	Teachers will study the Florida Standards for Writing and develop sample practice test and use other resources available.	Barnes, Zellee	8/17/2015	PLC's, grade level meetings, sample practice tests.	4/1/2016 monthly
G3.MA1	Teachers will use data from 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	8/18/2015	The following evidence will be used: Classroom Walkthroughs, , workshops, professional trainings for teachers Quarterly benchmark tests will be given. Increase of scores on district and state assessments. The leadership team will analyze data in order to monitor instruction for science in our quarterly meetings.	5/27/2016 monthly
G3.B1.S1.MA1	A review of student achievement data on the FCAT Science and the Biology EOC will be conducted to determine	Belle-McGlockton, Joan	6/3/2015	Data from the FCAT Science and Biology EOC exams will be used.	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
	the effectiveness of the science program.				
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 class room 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, 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	8/18/2015	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.	5/27/2016 quarterly
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, Istation, district assessments/curriculum assessments, and the Florida Standards Assessments in Reading to monitor fidelity of the reading strategy with all students in grades 3-12. Classroom walkthroughs will be utilized to monitor differentiated instruction for all students.	Barnes, Zellee	8/17/2015	Increased scores on district and state assessments. The leadership team continues to analyze data in order to drive instruction for reading in our quarterly meetings.	6/3/2016 monthly
G5.B1.S1.MA1	Walkthroughs will be conducted by the administration to monitor the implementation of the stragegy.	Grant, Sandra	1/18/2016	Lesson plans will be reviewed, information collected during walkthroughs, and the data from mini exams will be used to monitor the implementation of the strategy.	4/1/2016 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.

### G2. Writing Goal: Increase the percentage of students that score proficient on the FSA Writing Assessment

#### 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 Campbell. Brandi Gallon

###### Schedule

Every 6 Weeks, from 8/17/2015 to 6/3/2016

#### 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 1/29/2016

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

**G3.B1 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 Belle-McGlockton

**Participants**

All Science teachers

**Schedule**

Quarterly, from 9/29/2015 to 5/26/2016

**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.B2** Teachers have not increased the rigor of instruction in reading

**G5.B2.S1** Teachers will utilize the reading curriculum with fidelity and provide differentiated instruction to all students.

**PD Opportunity 1**

Teachers will differentiate instruction and use the reading curriculum with fidelity.

**Facilitator**

Reading Coach

**Participants**

Classroom Teachers

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Teachers will use attendance records to monitor the fidelity of attendance with all students.			\$0.00	
2	G1.B2.S1.A1	The attendance office will send notices to parents of children with attendance problems to give warning before the students receive attendance failures.			\$0.00	
3	G1.B3.S1.A1	Principals will view attendance records in Focus to verify that attendance is being taken on a daily basis.			\$0.00	
4	G2.B1.S1.A1	Monitor the Florida Writing Standards Instruction			\$0.00	
5	G2.B2.S1.A1	Teach the Florida Writing Standards			\$0.00	
6	G2.B3.S1.A1	Teachers will be provided information on the Florida Writing Assessment when it is obtained from the FLDOE			\$0.00	
7	G3.B1.S1.A1	Provide ongoing professional Development to science teachers to develop their skills in teaching the Florida Writing Standards			\$0.00	
8	G3.B3.S1.A1	Provide teachers with the necessary resources to provide students with hands on opportunities in science			\$0.00	
9	G3.B3.S1.A2	Provide labs and other hands on activities to students during science classes			\$0.00	
10	G4.B1.S1.A1	Hire teachers and support personnel to support math instruction by tutoring students after hours and on weekends.			\$15,000.00	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$15,000.00
			<i>Notes: Provision for saturday academy</i>			
11	G4.B1.S1.A2	Provide tutoring to students in mathematics after school hours and weekends.			\$0.00	
12	G4.B3.S1.A1	Provide professional development for the new math standards at every grade level			\$0.00	
13	G5.B1.S1.A1	Students will receive additional instruction grammar and vocabulary during the after school and Saturday academies.			\$0.00	
14	G5.B2.S1.A1	Teachers will differentiate instruction and use the reading curriculum with fidelity.			\$0.00	
15	G5.B3.S1.A1	Teachers will gradually increase the length and complexity of reading passages to build stamina to help students sustain themselves during challenging reading tasks.			\$0.00	
<b>Total:</b>					<b>\$15,000.00</b>	