



**Florida Agricultural and Mechanical University  
Board of Trustees  
INFORMATION ITEM**

**Academic Affairs Committee**

**Date: December 10, 2015**

**Agenda Item: VIII**

**Subject:** Division of Academic Affairs Update

**Summary:** Provost's remarks.

**Attachments:**

1. Faculty Senate Supports the University's Work Plan
2. Black Television News Channel
3. Interdisciplinary Studies
4. FAMU DRS – Thurgood Marshall College Fund Project
5. FAMU DRS
6. Study Abroad Guidelines



# Florida Agricultural and Mechanical University

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FACULTY SENATE OFFICE  
PRESIDENT OF THE FACULTY SENATE

## FAMU Faculty Senate Supports the University's Work Plan

The Faculty Senate of Florida Agricultural and Mechanical University, composed of senators from all 13 colleges and schools, is the only legislative body recognized and authorized by the University's Constitution to represent the interests, concerns and position of the faculty. In light of current developments, the Faculty Senate has chosen this method to express its official position in supporting the University administration in the development of the Work Plan and other issues concerning the academic status of the University Constitution. It is, therefore, our desire that it be known to all entities that the Faculty Senate will provide leadership and assistance to the administration in working to meet the expected performance funding metrics as outlined by the Florida Board of Governors and developed by the University administration.

The Faculty Senate

FLORIDA A&M UNIVERSITY  
2015 NOV 16 PM 4: 14  
OFFICE OF THE PRESIDENT

# Black Television News Channel



Excellence With Caring

# Florida Agricultural and Mechanical University

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SCHOOL OF JOURNALISM & GRAPHIC COMMUNICATION  
OFFICE OF THE DEAN

## Black Television News Channel update

Charter Communications, Inc. and Bright House have expressed strong interest in carrying BTNC's programming.

On October 1, 2015, BTNC officials met with Charter (poised to merge with Time Warner Cable and acquire Bright House) to shore up opportunities as a viable launch partner of the 24-hour, all news network. Once BTNC secures its distribution commitment, it will announce a hard launch date and resume its design to construction phase in the School of Journalism & Graphic Communication facilities at FAMU.

BTNC is also awaiting regulatory clearance in the form of a Federal Communications Commission waiver to launch on DISH Network and DirectTV. The DISH and DirectTV contracts are signed. BTNC is working with members of the U.S. Senate Commerce Committee to advance declaratory language to grant BTNC's waiver from the FCC to enable its launch via Direct Broadcast Satellite.

Meanwhile, Comcast requested that BTNC participate in its next round of its specialized minority network launch pool. However, this process could last several months before Comcast announces its minority network launch intentions. SJGC continues to pursue opportunities for securing superior broadcast operations equipment for its students to enhance classroom, laboratory and experiential learning.

BTNC represents a unique opportunity for FAMU students to gain practical, high-level training and experience in all facets of multi-media production. This partnership will aid FAMU in achieving improved Board of Governors-sanctioned performance metrics #s 2, 4, 5 and 6.

Respectfully submitted by

Dean

10.28.2015

# Interdisciplinary Studies

# FLORIDA A&M UNIVERSITY

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

COLLEGE OF SOCIAL SCIENCES, ARTS AND HUMANITIES  
DIVISION OF INTERDISCIPLINARY STUDIES

ANNUAL REPORT  
AUGUST 8, 2014 – SEPTEMBER 30, 2015



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Submitted by  
Merlin R. Langley, Ph.D.  
Division Director

October 15, 2015

**DIVISION OF INTERDISCIPLINARY STUDIES  
ANNUAL REPORT AUGUST 8, 2014-SEPTEMBER 30, 2015**

**Executive Summary**

The Board of Trustees, Florida A&M University, approved a new baccalaureate degree in Interdisciplinary Studies to be offered at the Main campus effective Fall 2014. The new degree would allow students to complete a 4-year program of study within a timely manner, drawing from the numerous disciplinary offerings already available at the university. The program was implemented to target students already enrolled at FAMU who have experienced a range of courses through general education and major courses.

Within the IS degree, students have the option to select between nine (9) areas of emphasis to meet the degree requirements. Of the nine areas, students' interest has been primarily in education, health, science, and quantitative analysis with the greatest number of referrals coming from the following colleges/schools: School of Allied Health Sciences; College of Social Sciences, Arts and Humanities; College of Education, and College of Science and Technology. To date, the program has greatly surpassed its initial goal of enrolling fifty (50) students in year one. Three hundred ninety nine (399) students have made contact and/or requested information about the IS Program; two hundred and eighteen (218) have declared IS as a major; and 84 students graduated in year one by the end of summer 2015. Another 72 students are expected to graduate by the end of Fall 2015.

Anecdotal evidence also suggests that our students are finding employment upon graduating with a degree in Interdisciplinary Studies. Self-reported data from our graduates shows that one graduate has become an entrepreneur and started his own business, another works in Marketing at Apple, and three additional students are preparing for the licensure examination to become a Licensed Practical Nurse.

**DIVISION OF INTERDISCIPLINARY STUDIES  
ANNUAL REPORT AUGUST 8, 2014-SEPTEMBER 30, 2015**

**Introduction**

On Wednesday, June 4, 2014, the Board of Trustees of Florida Agricultural and Mechanical University (FAMU) approved The Division of Interdisciplinary Studies (IS) to offer the Bachelor of Science (BS) and the Bachelor of Arts (BA) degrees.

The BS/BA Interdisciplinary Studies degrees offered at FAMU provide a flexible program of study designed to enable students to pursue a flexible and well-rounded education that best fits their educational and career goals. The BS/BA degree programs are housed in the College of Social Sciences, Arts and Humanities (CSSAH) under the supervision of Dean Valencia E. Matthews.

**Faculty and Staff**

On July 1, 2014, Merlin R. Langley, Ph.D. Associate Professor of Social Work was appointed based on his administrative experience and interdisciplinary education (Ph.D. in clinical psychology with a minor in social work and a master's in education) to be the Director of the Division of Interdisciplinary Studies.

On September 15, 2014, Mr. Eugene Matthews, M.Ed., MAT (Masters of Education in Technology Education and Masters of Art in Teaching) was hired as a Coordinator/ Academic Advisor based on his extensive experience in higher education. Additionally, Ms. LaNita M. Jones (Bachelor of Science in Social Sciences and Criminal Justice) was hired based on her experience and in-depth knowledge of administrative procedures and protocols as the Office Manager.

On October 6, 2014, Ms. Debra D. Scarlett (Bachelor of Arts in Business and Masters of Science in Human Resources Management and Development) was hired based on her experience in higher education as an Academic Advisor.

Recently, IS was approved by the administration to advertise for one new academic advisor position with an expected start date of January 2016.

**Budget**

The Division Director is responsible for submitting an annual budget to the CSSAH Dean. The Division Director is charged with executing the budget and insuring that the fiscal resources that were allotted are used to meet the mission and goals of IS. The operational budget for Year 1 (2014-2015) was \$25,000. The Division purchased materials (i.e., supplies, computer monitors and printers, furniture, telephone lines, banners, table covers, professional dues, and travel) that were used to implement the Interdisciplinary Studies programs. However, the operational budget for Year 2 (2015-2016) was \$7,000. The Division used these funds to purchase materials (i.e., supplies, telephone lines, building signage, computer monitor and printers, furniture, professional fees, and travel).

**Office Space**

From August 8, 2014, the Division was temporarily housed in several individual offices on the second floor of the School of Journalism and Graphic Communication (SJGC). On September 15, 2015, IS moved to new offices located in a modular unit at 660 Ardelia Court (Across from FAMU Village). At present, the Division has adequate space for operations (e.g., a common area for students to register for courses, faculty and staff



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ANNUAL REPORT AUGUST 8, 2014-SEPTEMBER 30, 2015**

offices, file and equipment storage, and conference room). As the program grows, additional space will be needed.

**Student Advisement and Guidance**

On August 8, 2014, the Division began to interface and advise undergraduate students referred from various academic units across the University. Initially, IS advised a number of students among the existing student population who chose the BS/BA curriculum as an alternative to their current major.

From August 2014 – September 2015, IS attracted an increasingly diverse population of undergraduate students (i.e., students who changed their majors several times, students with excess credit hours, students from low wealth backgrounds, traditional (ages 18-25) and non-traditional (ages 26 – 50) students, and veterans and their family members) who found the Interdisciplinary Studies major a viable alternative for completing the undergraduate degree.

A review of the proposal will indicate that the projected enrollment for Year 1 was 50 students. At present, two hundred and eighteen (218) students have declared a major in IS in Year 1 (2014-2015). Data indicates that IS has significantly exceeded the abovementioned benchmark (50 students) for Year 1 and exceeded the benchmarks by 400% (218 students) for Year 1. The Division has been very fortunate to have the support of the administration to achieve the mission and goals of IS, including the approval to hire one additional advisor beginning January 2016.

**Program Trends**

From August 2014 IS has experienced the following trends:

1. Three hundred ninety nine (399) students have made contact and/or requested information about the IS Program;
2. Two hundred and eighteen (218) declared the IS major;
3. Average *credit hours attempted* were 144. Range of attempted credit hours was 134-180.
4. Average *credit hours earned* were 123. Range of attempted credit hours earned 102-146.

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**Referral Source by Colleges and Schools**

Analysis of the program data related to *referral source* of students by colleges and schools indicates that the IS has directly augmented the various academic programs as the university implements several initiatives to increase access, retention and degree completion of undergraduate students from diverse backgrounds. (See Figure: Referral Source of Majors by Colleges).

| <b>No.</b>                    | <b>Source of Majors</b>                           | <b>Number of Students</b> |
|-------------------------------|---|---------------------------|
| 1                             | College of Agriculture and Food Sciences          | 10                        |
| 2                             | School of Allied Health Sciences                  | 77                        |
| 3                             | School of Architecture and Engineering Technology | 10                        |
| 4                             | School of Business and Industry                   | 41                        |
| 5                             | College of Education                              | 68                        |
| 6                             | School of the Environment                         | 1                         |
| 7                             | FAMU/FSU College of Engineering                   | 15                        |
| 8                             | School of Journalism & Graphic Communication      | 12                        |
| 9                             | School of Nursing                                 | 21                        |
| 10                            | College of Pharmacy and Pharmaceutical Sciences   | 12                        |
| 11                            | College of Science and Technology                 | 60                        |
| 12                            | College of Social Sciences, Arts and Humanities   | 71                        |
| 13                            | Other (Transfer)                                  | 1                         |
| <b>Total number of Majors</b> |   | <b>399</b>                |

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In addition, the IS Program has significantly contributed towards expanding students' awareness and relevance of various academic programs at the University. (See Figure: Areas of Emphasis).

| <b>No.</b> | <b>Areas of Emphasis</b>                            | <b>Number of Students</b> |
|------------|---|---------------------------|
| 1          | Communication and Design                            | 8                         |
| 2          | Communication and Design/Science                    | 2                         |
| 3          | Communication and Design/Visual and Performing Arts | 1                         |
| 4          | Education   | 53                        |
| 5          | Education/Health                                    | 2                         |
| 6          | Education/Humanities                                | 2                         |
| 7          | Education/Social Science                            | 1                         |
| 8          | Global Studies                                      | 1                         |
| 9          | Health  | 39                        |
| 10         | Health/Humanities                                   | 1                         |
| 11         | Humanities/Global Studies                           | 1                         |
| 12         | Humanities/Visual and Performing Arts               | 1                         |
| 13         | Quantitative Analysis                               | 30                        |
| 14         | Quantitative Analysis/Social Science                | 1                         |
| 15         | Quantitative Analysis/Visual and Performing Arts    | 2                         |
| 16         | Science   | 38                        |
| 17         | Science/Health                                      | 14                        |
| 18         | Science/Humanities                                  | 1                         |
| 19         | Science/Quantitative Analysis                       | 1                         |
| 20         | Social Sciences                                     | 12                        |
| 21         | Visual and Performing Arts                          | 4                         |

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**Minors**

Students in IS are significantly more likely to create an individualized course of study (*Areas of Emphasis and Minors*) that satisfies his/her interests in several academic areas, and develop an interdisciplinary understanding of those subjects. In addition, students are able to create an educational plan that effectively supports the achievement of their career goals.

| <b>Minors</b>            | <b>Students</b> |  | <b>Minors</b>           | <b>Students</b> |
|--------------------------|-----------------|--|-------------------------|-----------------|
| Animal Science           | 1               |  | Geography               | 1               |
| Architecture             | 2               |  | Graphic Design          | 1               |
| Biology                  | 23              |  | Health/Leisure/Fitness  | 5               |
| Botany                   | 1               |  | History                 | 2               |
| Business                 | 42              |  | Humanities              | 23              |
| Chemistry                | 2               |  | Information Technology  | 1               |
| CIS                      | 1               |  | Journalism              | 1               |
| Coaching                 | 5               |  | Math                    | 4               |
| Construction Engineering | 3               |  | Military Science        | 4               |
| Criminal Justice         | 7               |  | Music                   | 9               |
| Education                | 3               |  | Political Science       | 4               |
| Engineering              | 1               |  | Psychology              | 13              |
| Engineering Technology   | 1               |  | Rehabilitative Services | 1               |
| English                  | 1               |  | Religion                | 1               |
| Environmental Science    | 1               |  | Social Work             | 6               |
| Exercise Science         | 3               |  | Sociology               | 4               |
| Fine Arts                | 1               |  | Theatre                 | 1               |

**IS Graduates**

Total number of IS graduates eighty four (84)

Fall 2014, seven (7)

Spring 2015, thirty-one (31)

Summer 2015, forty-six (46)

Of the 84 graduates, nineteen (19) were from the 2009 Cohort and sixteen (16) were from the 2010 Cohort.

**IS Program Graduates: fall 2015**

Seventy two (72) students applied.

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**Program Graduates Employment Outcomes**

The Division of Interdisciplinary Studies has played an instrumental role in the professional development of graduates to achieve and/or sustain their employment opportunities:

*Mr. Brandon Gadsden*, BS in Interdisciplinary Studies (AE - *Quantitative Analysis*)

Occupation: Entrepreneur – Founding Director, Live Music Nation Concert Series and Talent Acquisition

*Mr. Arturo Nunez*, BS in Interdisciplinary Studies (AE - *Quantitative Analysis*)

Occupation: Apple, Head of Marketing

*Ms. Tanisha Pope*, BS in Interdisciplinary Studies (AE – *Health*)

Occupation: Licensed Practical Nurse

Career Achievement: Registered and approved to sit for state board in nursing in Florida

*Ms. Dierra Jordan*, BS in Interdisciplinary Studies (AE – *Health*)

Occupation: Licensed Practical Nurse

Career Achievement: Registered for state board in nursing in Kansas

**Interdisciplinary Studies: Proposed Program Modification**

The mission of IS is to support and complement various initiatives of the administration to increase the matriculation and graduation rates of undergraduate students at FAMU. At present, the Division has proposed a modification of the curriculum based on a review of transcripts of current students graduating from the program, students in the pipeline within one or two semesters of graduating, and other Interdisciplinary Studies programs across the SUS in three (3) areas: *Upper Division Hours, Areas of Emphasis, and Minor.*

**1. Upper Division Hours**

A review of existing Interdisciplinary Studies program across the SUS has shown that the upper division requirements for students in these majors range from a low of 21 credit hours to a high of 48 credit hours. To aid students' progress in meeting timely graduation requirements, the program staff has determined that it would serve the students better to reduce the number of upper division requirements from 48 to 39 hours following a review of current students' transcripts. The reduction in the number of upper division hours from 48 credit hours to 39 credit hours is well within the range of the SUS institutions reviewed.

**2. Areas of Emphasis Upper Division Course Requirement**

Within the same review of existing Interdisciplinary Studies program across the SUS, it was found that some schools require a minimum of 12 hours of upper division courses for the Areas of Emphases. As a result, a modification of this requirement for FAMU's program is also sought and recommended that the upper division hours required for the Areas of Emphasis be reduced from 15 credit hours to 12 credit hours.

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**3. Minor**

The reduction of the minor required credit hours from 18 credit hours to 15 credit hours is to bring the minor credit hour requirements in alignment with University Regulation.

**Rationale**

The abovementioned program modifications in the IS curriculum will result in the following performance outcomes:

1. Various academic units across the campus will be able to have IS students register for classes in their lower division courses. This action will (i) complement the efforts of academic units across the campus to increase their enrollment in their programs and (ii) support academic units efforts to reserve upper division courses for their majors;
2. A significant reduction in the number of students in academic units across the campus who are experiencing challenges related to matriculation and graduation (a pipe line problem);
3. The prevention of matriculation and graduation problems in IS programs (development of pipe line problem) in the future.

**Faculty University Service: Merlin R. Langley. Ph.D.**

On September 19, 2014, information related to the Interdisciplinary Studies Program was provided to Sarah Price, Ph.D., Chair (Department of Health, Physical Education, and Recreation), and Steve Chandler, Ph.D., Brian Hickey, Ph.D., Marie U. Okeke, Ph.D., (faculty) and Mrs. Tammy Robinson (Office Manager);

On October 17, 2014, information related to the Interdisciplinary Studies Program was provided to Serena Roberts, Ph.D., Director (Center for Academic Success) affiliated with the College of Education;

On January 16, 2015, he was appointed by the administration to serve on the search committee for the Director of the new Military and Veteran Center at the University;

On January 20, 2015, information was related to the Interdisciplinary Studies Program was provided to the faculty and members of the Faculty Senate;

On January 29, 2015, he participated in the Change of Majors Day under the auspices of the College of Social Sciences, Arts and Humanities;

On February 9, 2015, Merlin R. Langley, Ph.D. was appointed to serve as the Chair of the Faculty Senate Honorary Doctoral Committee;

On August 18, 2015, Merlin R. Langley was appointed to serve as the Chair of the Student Fee Review Committee;

On September 3, 2015, Merlin R. Langley was appointed to serve as a member of the CSSAH Tenure and Promotion committee

**DIVISION OF INTERDISCIPLINARY STUDIES  
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On September 22, 2015, Merlin R. Langley, Ph.D. was appointed to serve as a member of the Council of the FAMU Leadership Academy (FLA).

**Staff University Service: Eugene Matthews**

On November 12, 2014, information was provided related to the Interdisciplinary Studies Program at the University Wide Faculty & Academic Advisors Workshop;

On July, 16, 2015, the academic certification policies, procedures and NCAA rules as a participant in an NCAA Videoconference;

He was a presenter at an educational work to the 1<sup>st</sup> Year Experience faculty.

**Professional Development Activities**

1. The faculty and staff became professional members of the National Academic Advising Association (NACADA);
2. From April 12-14, 2015, Merlin R. Langley, Ph.D., LaNita M. Jones, BS, Mr. Eugene Matthews, Ed.M. MS, and Debra D. Scarlett, MS attended the regional conference of the National Academic Advising Association (NACADA) in Auburn, Alabama;
3. On June 2, 2015, Merlin R. Langley, Ph.D., Mr. Eugene Matthews, Ed.M. MS, and Debra D. Scarlett, MS attended the spring 2015 University-Wide Faculty and Academic Advisors' Workshop under the auspices of the Undergraduate Student Success Center.
4. On October 16, 2014, Ms. LaNita M. Jones and Ms. Debra D. Scarlett participated in a workshop created to provide employees with hand on experience working with the Apple iPad;
5. On April 9, 2015, Ms. LaNita M. Jones participated in a workshop created to provide employees with hand on experience working with the Microsoft Excel II ;
6. On April 18, 2015, Ms. LaNita M. Jones participated in a workshop created to provide employees with hand on experience working with the Adobe Acrobat;
7. The American Association of Colleges for Teacher Education (AACTE) selected Mr. Eugene Matthews (Coordinator/Academic Advisor) to participate in the Holmes Scholars Program. The AACTE Holmes Scholars® Program consists of doctoral students from traditionally underrepresented backgrounds pursuing careers in education at AACTE member institutions. This program provides mentorship, peer support, and professional development opportunities to the Holmes Scholars, who in turn become an outstanding pool of candidates for future faculty and leadership positions.
8. On May 1, 2015, he participated in a workshop focus on fostering relationships between the HBCU Alliance and Brazilian College and Universities.

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**Program Outcomes**

Data analysis related to projected enrollment for Year 1 (2014-2015) indicated that the Division of Interdisciplinary Studies Program has significantly exceeded the expected performance outcomes. Equally important, the Division has played a significant role as a programmatic strategy to increase the graduation and matriculation rates (metric 4) associated with the Board of Governors Performance Funding Model.

Although, discipline based education remains a vital role of modern universities. Several studies from scholars from diverse educational backgrounds have increasingly stated that to close the skill gap universities should also offer students the opportunity to obtain knowledge from an interdisciplinary perspective in order to develop T-shaped professionals. (Leonard-Barton, 1995, Marco, 1993, Hansen and Oetinger, 2001). Scholars have asserted that T-shaped professionals are individuals who are very knowledgeable and are expert in their specialty, but who also have an interdisciplinary based competencies to understand cultural differences and address global challenges (Stannard-Stockton, 2009), and Broadeep, 2009). In other words, T-shaped professionals have discipline specific problem solving knowledge (depth) and complex communication (breadth) skills to solve problems in the world.

**Future Opportunities**

The Division has served as a unique, innovative and flexible non-traditional educational approach for students across various generations (e.g., boomers, Generation X and Millennials) in planning and completing their degree completion. As Division Director, I firmly believe that IS can serve as an alternative and innovative educational approach to develop T-shaped professionals to function as culturally sensitive and effective servant-leaders in knowledge intensive service oriented economies of the world. The above outcomes will require increased human and financial resources (at least at the funding level equivalent to Year 1) from the administration. The addition of the above resources will support the mission of Division (to help student complete their education) and to achieve the performance goals related to decreasing the six-year matriculation and graduation rates (Metric 4) of students mandated by the Board of Governors Performance Funding Model. IS also can function as an alternative educational model at the university to develop T-shaped professionals for an increasingly interconnected and global world. I hope the content of this report provides evidence to support the above request for additional resources for the university to produce global leaders who can think across disciplines and across cultures. The goals outlined above cannot be achieved without additional human and financial resources brought to bear during Year 2.

**Conclusion**

To date, the Division has two hundred and eighteen (*218 students*) majors and as result has met and exceeded the benchmark for Year 1 (*50 students*) and Year 2 (*100 students*), respectively. In fall 2014, the Division anticipates graduating seventy two (*72*) students with a degree in Interdisciplinary Studies.

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Respectfully submitted by:

**Merlin R. Langley**

Merlin R. Langley, Ph.D.  
Associate Professor and Division Director  
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FAMU DRS – Thurgood Marshall  
College Fund Project

## **FAMU DRS – Thurgood Marshall Foundation Project Update**

- This is a research project to see if the assistance of the University of Phoenix can help us to improve K-12 outcomes of student success in the classroom and to improve college preparedness or vocational launch.
- As a research project, it has a defined scope of work, deliverables, and roles. It also has an end-point of our choosing.
- Why a research project versus a partnership? Because at this stage of the game both parties are assessing the other in terms of talent, commitment, vision, and goals. In essence, this is a protracted evaluation of the on-line/blended learning format and its efficacy in preparing our students and complementing our faculty's delivery of content.
- Why University of Phoenix? The Gates Foundation prompted this process and engaged the University of Phoenix and Thurgood Marshall College Fund to specifically examine ways to help HBCUs with student retention and graduation rates by accelerating an online presence at select HBCUs. The University of Phoenix has the expertise to help us “get rolling.”
- But it is the University of Phoenix! Yes it is. They come with baggage. Understood. There is good and bad associated with any organization's reputation, including FAMU. Recall the Pearson/Embanet contract/partnership with University of Florida totaling \$28 million from state funds. The purpose of the contract was for Pearson to manage UF's online model and they were to make \$124 million over 10 years. UF elected to terminate their efforts and pocket the money.
- The state will not help us. We have to examine all options. The University of Phoenix contract is an option. It will be managed accordingly.

FAMU DRS



Florida Agricultural and Mechanical University  
Developmental Research School

*Update 2015*



A Report to the  
Florida Agricultural and Mechanical University  
Board of Trustees

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## SCHOOL DEMOGRAPHICS

| <b>STUDENTS</b>                             |                          |                          |
|---|--------------------------|--------------------------|
| <b>Gender</b>                               |                          |                          |
| 2015-2016                                   | 2014-2015                | 2013-2014                |
| Male: 225                                   | Male: 221                | Male: 259                |
| Female: 280                                 | Female: 271              | Female: 278              |
| <b>RACE</b>                                 |                          |                          |
| African American:<br>97%                    | African American:<br>98% | African American:<br>98% |
| Other:<br>3%                                | Other:<br>2%             | Other:<br>2%             |
| <b>TOTAL STUDENTS</b>                       |                          |                          |
| 505   | 492                      | 537                      |
| <b>Graduation: 2014-2015</b>                |                          |                          |
| Total Seniors:                              |                          | 34                       |
| Standard HS Diploma Received:               |                          | 32                       |
| Standard HS Diploma w/FCAT waiver Received: |                          | 1                        |
| Certificate of Completion Received:         |                          | 1                        |
| Graduation Rate:                            |                          | 97%                      |
| <b>Post-Graduation</b>                      |                          |                          |
| Florida Public College/University:          |                          | 41%                      |
| <b>Attending FAMU:</b>                      |                          | <b>32%</b>               |
| Florida Public Community College:           |                          | 24%                      |
| Out-of-State College/University :           |                          | 12%                      |
| Florida Private College/University:         |                          | 6%                       |
| Technical/Trade or Other Institution:       |                          | 3%                       |
| U.S. Armed Forces:                          |                          | 12%                      |
| Undecided/None of the Above:                |                          | 3%                       |

| <b>FAMU DRS FACULTY</b>  |
|--|
| <ul style="list-style-type: none"> <li>• Superintendent: Dr. Patricia Hodge</li> <li>• Elementary School Principal: Sandra Grant</li> <li>• Middle School Principal: Zellee Barnes</li> <li>• Secondary School Principal: Joan McGlockton</li> </ul>   |
| <p>FAMU DRS has 44 faculty members in grades K-12. Of the 44 teachers 52% of them have advanced degrees in their area of certification. An additional 10% of the teaching staff is currently enrolled in a Ph.D. program. Ninety-Eight percent of our teachers are highly qualified. DRS Teachers average 15 years of experience.</p>  |
| <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <h3 style="text-align: center;">Faculty Degrees</h3>  <ul style="list-style-type: none"> <li>■ Bachelors</li> <li>■ Masters</li> <li>■ Phd</li> </ul> </div> <div style="width: 45%;"> <h3 style="text-align: center;">Faculty Years of Experience</h3>  <ul style="list-style-type: none"> <li>■ 0-3 years</li> <li>■ 4-6 years</li> <li>■ 7-10 years</li> <li>■ 10+ years</li> </ul> </div> </div> |

### School Performance Data

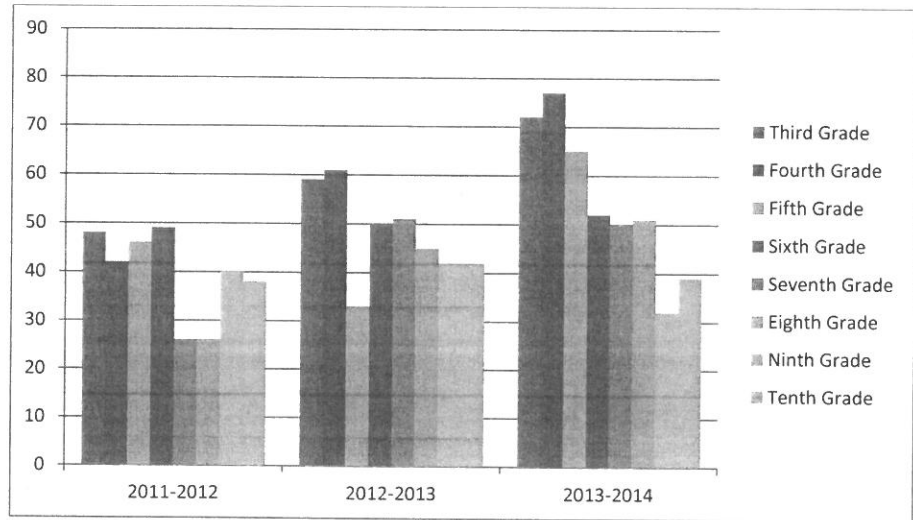
The School Improvement Plan (SIP) is a needs assessment tool provided by the Florida Department of Education that all schools use, along with their stakeholders, on a yearly basis to review school data, set goals for the school, and creates an action plan and monitor progress (*see Appendix A*).

For the past four years, FAMU DRS has placed a great deal of emphasis on making continuous improvements in the areas of reading, writing, mathematics, and science.

Below are charts and graphs that show student performance data from the 2010-2011 school term through 2013-2014.

*% of Students Scoring Level 3 or Higher on FCAT 2.0 - Reading*

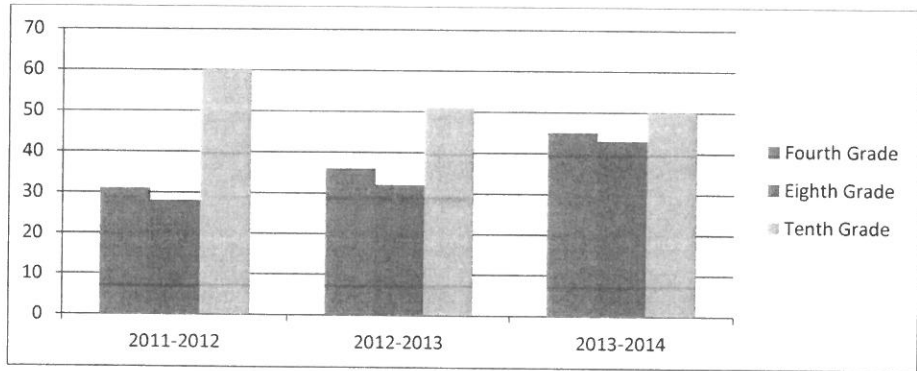
| Reading          | 2011-2012 | 2012-2013 | 2013-2014 |
|------------------|-----------|-----------|-----------|
| 3 <sup>rd</sup>  | 48%       | 59%       | 72%       |
| 4 <sup>th</sup>  | 42%       | 61%       | 77%       |
| 5 <sup>th</sup>  | 46%       | 33%       | 65%       |
| 6 <sup>th</sup>  | 49%       | 50%       | 52%       |
| 7 <sup>th</sup>  | 26%       | 51%       | 50%       |
| 8 <sup>th</sup>  | 26%       | 45%       | 51%       |
| 9 <sup>th</sup>  | 40%       | 42%       | 32%       |
| 10 <sup>th</sup> | 38%       | 42%       | 39%       |





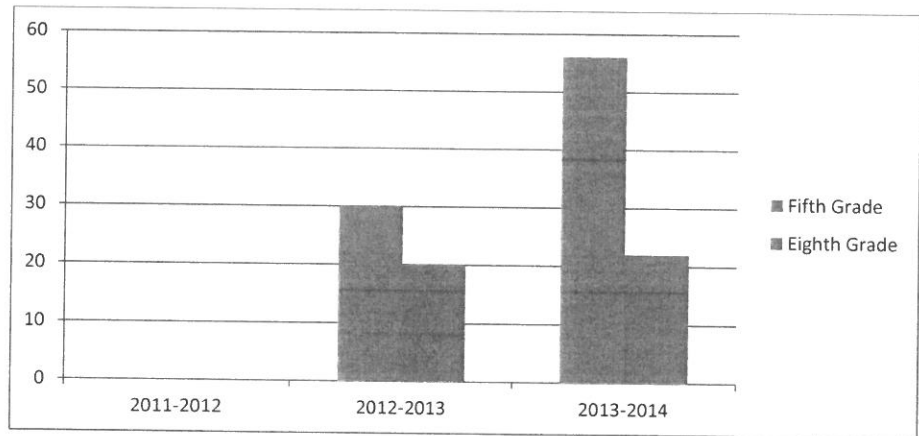
**% of Students Scoring Level 3 or Higher on FCAT 2.0 - Writing**

| <b>Writing</b>   | <b>2011-2012</b> | <b>2012-2013</b> | <b>2013-2014</b> |
|------------------|------------------|------------------|------------------|
| 4 <sup>th</sup>  | 31%              | 36%              | 45%              |
| 8 <sup>th</sup>  | 28%              | 32%              | 43%              |
| 10 <sup>th</sup> | 60%              | 51%              | 50%              |



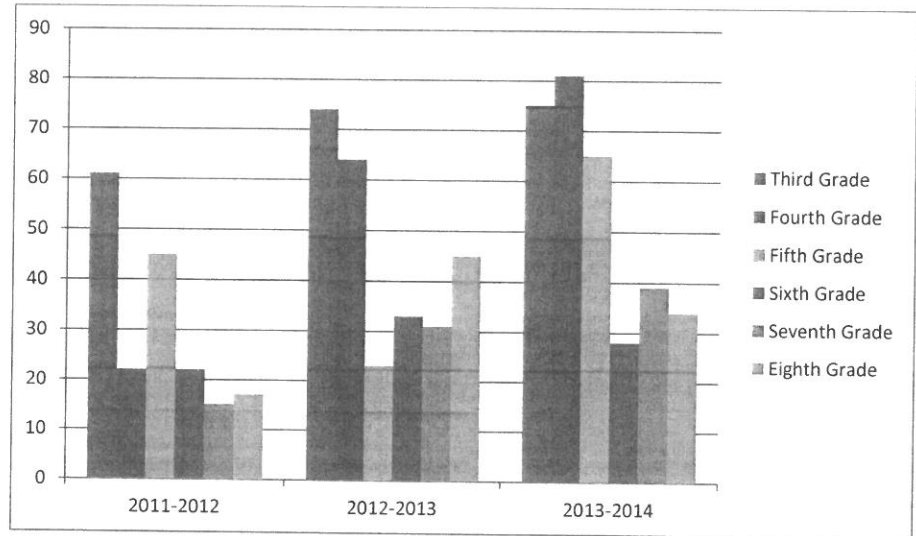
**% of Students Scoring Level 3 or Higher on FCAT 2.0 - Science**

| <b>Science</b>  | <b>2011-2012</b> | <b>2012-2013</b> | <b>2013-2014</b> |
|-----------------|------------------|------------------|------------------|
| 5 <sup>th</sup> | N/A              | 30%              | 56%              |
| 8 <sup>th</sup> | N/A              | 20%              | 22%              |
|                 |                  |                  |                  |



*% of Students Scoring Level 3 or Higher on FCAT 2.0 - Math*

| <b>Math</b>     | <b>2011-2012</b> | <b>2012-2013</b> | <b>2013-2014</b> |
|-----------------|------------------|------------------|------------------|
| 3 <sup>rd</sup> | 61%              | 74%              | 75%              |
| 4 <sup>th</sup> | 22%              | 64%              | 81%              |
| 5 <sup>th</sup> | 45%              | 23%              | 65%              |
| 6 <sup>th</sup> | 22%              | 33%              | 28%              |
| 7 <sup>th</sup> | 15%              | 31%              | 39%              |
| 8 <sup>th</sup> | 17%              | 45%              | 34%              |



## Dual Enrollment

Florida Statutes 1007.271 describes the dual enrollment program as the enrollment of eligible secondary students or home education students in post-secondary courses creditable toward high school completion and a career certificate, an associate or baccalaureate degree. To be eligible for dual enrollment, a student must be enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with Florida Statutes 1003.43.

Eligibility: The student must

- Have at least a 3.0 unweighted high school grade point average (GPA) on a 4.0 scale,
- Meet the required cut scores on the College Placement Test (CPT); the ACT, or SAT.

Students who are eligible for dual enrollment shall be permitted to enroll in post-secondary courses conducted during school hours, after school hours, and during the summer term. Dually enrolled students are exempt from the payment of registration, tuition, and laboratory fees. Assigned instructional materials must be provided to students free of charge by the student's assigned school. All instructional materials and textbooks purchased by the school becomes the property of the school.

District school boards may not refuse to enter into a dual enrollment articulation agreement with a local Florida College System institution if that Florida College System institution has the capacity to offer dual enrollment courses.

Each district school superintendent and each public post-secondary institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and post-secondary institution. The superintendent and president shall establish an articulation committee for the purpose of developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the post-secondary institution to the Department of Education on or before August 1.

FAMU DRS began a conversation to acquire an articulation agreement for dual enrollment with Tallahassee Community College (TCC) in April 2015. The time line for negotiating and having the agreement approved in June of 2015 made it impossible to submit an agreement for the academic year of 2015-2016. Therefore, FAMU DRS does not have an articulation agreement with TCC for the current school year, 2015-2016. However, FAMU DRS and TCC are presently in negotiations for the upcoming school year of 2016-2017. If FAMU DRS students are dual enrolled at FAMU, there is no cost for tuition and books to the school. On the other hand, if FAMU DRS students are dual enrolled in any other college or university (e.g., Florida State University, TCC, vocational school, etc.), then the cost of tuition and books is paid by FAMU DRS for the students.

Currently, 6 students are enrolled at Florida A&M University, and 46 students enrolled in the last 4 years.

Currently all dual enrolled students at FAMU DRS attend Florida Agricultural and Mechanical University.

## Faculty Professional Development

FAMU DRS enrolled in professional development activities for the purpose of supporting highly qualified teachers and their continuous professional development. According to *Scotland Teacher Education Review (2012)*, “continuing professional development is accepted as an integral part of teacher education because... continuing learning and training assures a high level of expertise and enables the teachers to keep their professional skills and knowledge up-to-date.” (<http://www.reviewofteachereducationinscotland.org.uk>)

### Leadership Professional Development

- Harvard Educational Program, Boston, MA (Leadership Team consisted of administrators, teacher leaders, and instructional coaches) “Instructional Rounds” (Spring 2014)
- SAIL Academy, Chipley, FL (Leadership Team consisted of administrators and teachers with educational leadership degrees or certifications) “Best Practices for Leadership”
- Institute for Small and Rural Districts (ISRDR) 2015 Principals Summer Institute, Howie-in-the-Hills, FL (June 2015) “Best Practices Break-out Sessions and ESE Legal Issues”

### Teacher Professional Development

- Learning Focused Solutions or Strategies Atlanta, GA, and FAMU DRS Leadership ELA Team (November 2012)
- Performance Matters, FAMU DRS, FL and Orlando, FL (September 2012 and still continues with updates training) “Data Storage and Resource and Teacher Evaluation Tools”
- Odell Curriculum (New York) English Language Arts Team (October 2013) “Literacy curriculum” 4 Components
- Dr. Janet Allen Training, Chipley, FL ELAR Team (K-12) (June 2014) Early Warning Systems and MTSS, Work Knowledge and Text-to-Text Writing, Parental Involvement, Strategic Text Selection, content Specific Groups (Science, social Studies, and Mathematics)
- Differentiated Accountability Academy, FAMU DRS, (July 2014) “What does data look like at your school?”
- FAIR Training, Tallahassee, FL (July 2014), Florida Assessment
- Pearson Curriculum Training, (September 2014) “Florida Pearson Textbooks”
- FSA Writing Training, Chipley, FL “DOE” (October 2014) “Florida Standards Writing”
- Chipola College, Marianna, FL (January 2015) “7<sup>th</sup> Annual Teacher Workshop”
- Schultz Center, FAMU DRS, (Spring 2015) “Digital Literacy Workshop”  
Teacher Academy, FAMU DRS, (June 2015) Early Warning Systems, Performance Matters, Weather Station, ESE, ESOL, Action Research, etc.
- Reading Strength Workshop, FAMU DRS, FL (June 2015) “Reading Strength Training to End Reading Deficiencies”
- Association for Supervision and Curriculum Development (ASCD) Teaching Excellence Conference, Nashville, TN “Best Teaching Practices” New Teacher and Leadership Team (June 2015)
- Project Optimize, “FLDOE, (June 2015) “Integrating I-Station into the Reading and Math Curriculum”

## Curriculum and Instruction

Curriculum Alignment and Pacing (K-12) Delivery of curriculum and assessment is technology-driven necessitating an increase in the amount of available technology to support delivery of curriculum and assessment.

FAMU DRS curriculum is based upon the requirements of Florida State Standards. Students receive instruction in core academic subject areas, enrichment activities which contribute to a well-rounded educational opportunity. Teachers collaborate by grade and subject areas to effectively and efficiently plan for instruction. Principals monitor this process by lesson plan review, classroom walk-throughs and observations. The school is using the Performance Matters Data System which allows teachers and administrators to track local and statewide student data. Additionally, teachers provide progress monitoring data through textbook systems such as Go math and the Journey's reading series at the elementary school level. On the secondary level, teachers use pacing guides in core academic subjects to help guide instruction. Writing data are provided through our DRS writing program that provides monthly writing prompts.

FAMU DRS offers After School and Saturday academic support as funded through its Title I Program. Students are offered extended learning activities to improve their mastery of standards in reading, math, writing, and science. The After School and Saturday activities will be offered on Monday- Thursday from 3:30 p.m. – 5:30 p.m. to students in need of improvement in Reading and Math.

Additionally, FAMU DRS also offers elementary and secondary students extended learning/academic enrichment programs through its 21<sup>st</sup> Century S.M.A.R.T. Academy for grades (3-12) and via Talent search, and university tutors in Science and Math.

The Florida Continuous Improvement Model (FCIM) is the evidence-based school improvement model that will be continued to be implemented at FAMU DRS. Florida's Continuous Improvement Model is a continuous process in which data analysis determine classroom instruction. Analyzing data, developing timelines, quality instruction and frequently assessing student for understanding are key parts of the model. The model will be fully implemented to support the academic environment of the school. Data are collected through formative assessments through computerized progress monitoring using Pearson Success-Maker (Math and Reading).

In collaboration with the College of Education, FAMU DRS teacher are planning to conduct Action Research. Topics of interest thus far are progress monitoring, student attendance, parent involvement, effective communication and school culture.

## RESEARCH

2014 – 2015 Joint Research Agenda: COE Faculty, DRS Faculty, and University Students (*See Appendix B*).

*Appendix A*  
*2014-2015 School Improvement Plan*



*Developmental Research School*

**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>.



# Purpose and Outline of the SIP

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

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### Current School Status 8

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4  
5

# Purpose and Outline of the SIP

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

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

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

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             |
| <b>Former F</b> |        | <b>Turnaround Status</b> |
| No              |        |                          |



## Part I: Current School Status

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

### 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 |
|-----------|-------------|
|-----------|-------------|



**K12578910 11**

Students exhibiting two or more indicators 2 1 1 1 4 6 5 4 2

2  
6

**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**

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

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

| 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 |

**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. 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 nutritious 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  | Role               | Stakeholder Group  |
|---|--------------------|--|
| Ursula Staten Tinner  | Parent             |  |
| Esther Warrendorf   | Parent             |  |
| Sandra Grant Zellee Barnes Joan                                 | Principal          | FAMU Lab Sch - 0351 - Florida A & M Univ Develop Research School - 2014-15 SIP |
| McGlockton Erika Willis   | Principal          |  |
| <i>Florida A&amp;M University Developmental Research School</i> |                    |  |
| Sylvester Peck Sheryl Cooper                                    | Teacher Parent     | Business/Community   |
| Saundra Inge 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

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

| L | Name                                | Title                   |           |
|---|-------------------------------------|-------------------------|-----------|
| M | Charles, Zella Belle (McGowan, 533) | Assistant Principal     | Principal |
|   | Grant, Sandra Sherriffe, Luwella    | Principal Teacher, K-12 |           |
|   | Wilson, Vivian                      | Teacher, K-12           | LLT.:     |
|   | Labissiere, Sheila                  | Teacher, K-12           |           |

**Membership** Identify the name, email address and position title for each member of the school-based

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.mcglckton@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, 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@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 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@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.

**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

 S123456  
= Quick Key

### Strategic Goals Summary

#### Problem Solving Key

B =

G = Goal S = Strategy

Barrier

<sub>G1</sub>. Attendance Goal: Implement and enforce a uniform system of support and rewards to increase attendance for students. <sub>G2</sub>. Writing Goal: Implement Florida Writing Standards across all grade levels and content areas <sub>G3</sub>. Increase the percentage of students that score proficient on the state wide assessments

### Strategic Goals Detail

in science. <sub>G4</sub>. Increase the percentage of students that score proficient on the statewide math assessment. <sub>G5</sub>. Increase student proficiency in reading.

*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** 1a

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icator Annual Target

2

**Resources Available to Support the Goal**

- 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**

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

- 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

**Person Responsible Schedule**

**Evidence of Completion**



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

**Targets Supported** 1b

G057129

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**Indicator Annual Target**

2

**Resources Available to Support the Goal**

- 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**

- Training needed for teachers for Florida Writing Standards

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

- Students lack prior knowledge and prerequisite skills in this type of writing
- Limited knowledge of the writing exam and expectations for student success

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          |

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2

Biology I End-of-Course assessment passing rate 75.0

**Resources Available to Support the Goal**

3

- 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

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

research/inquiry 8. Learning Focused Strategies 9. Florida Standards Writing

**Targeted Barriers to Achieving the Goal**

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

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

**Targets Supported** 1b

G057031

| <b>Indicator</b>                                | <b>Annual Target</b> |
|---|----------------------|
| AMO Targets Math - All Students                 | 51.0                 |
| Algebra I End-of-Course assessment passing rate | 45.0                 |

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Geometry End-of-Course assessment passing <sup>2</sup> rate 30.0

**Resources Available to Support the Goal**

- 1. Go Math (3-8) 2. Learning Focused <sup>3</sup> 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

**Plan to Monitor Progress Toward G4.** 8

Math State Standards 10. Florida Standards Assessment Website

**Targeted Barriers to Achieving the Goal**

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

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.

G056637

| 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

2

.0

3

### Resources Available to Support the Goal

.

## Plan to Monitor Progress Toward G5.

### Targeted Barriers to Achieving the Goal

- 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

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

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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

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

*effectiveness of the respective strategy.*

S156837

**Action Step 1** 5

### Problem Solving Key

B =

G = Goal S = Strategy

Barrier

### Strategy Rationale

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

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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

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

failures for classes.

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

E144629

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

FAMU Lab Sch - 0351 - Florida A & M Univ Develop Research School - 2014-15 SIP  
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S156836

**Action Step 1** 5

**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

Monitor the Florida Writing Standards instruction

**Person Responsible**

Zellee Barnes

**Schedule**

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

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

**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**

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S157794

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

### **Strategy Rationale**

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

Teach the Florida Writing Standards

#### **Person Responsible**

Sandra Grant

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

#### **Schedule**

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

#### **Evidence of Completion**

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

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Florida A&M University Developmental Research School

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

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

the effectiveness of the Writing program.

S157795

## Action Step 1 5

### Strategy Rationale

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

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

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Florida A&M University Developmental Research School

**Person Responsible Schedule**

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

***Evidence of Completion***

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

G057123

**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

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*Florida A&M University Developmental Research School*

**Action Step 1** 5

**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

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

**Person Responsible**

Joan Belle-McGlockton

**Schedule**

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

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

**Evidence of Completion**

Agendas, Presentations, minutes, sign-in sheets

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

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

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

## 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

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

S157793

## Action Step 1 5

### Strategy Rationale

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

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

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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

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

**Evidence of Completion**

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

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

observation of labs

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

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Florida A&M University Developmental Research School

S157796

**Action Step 1** 5

### 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.

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

#### Person Responsible

Alicia Lane

#### Schedule

**Action Step 2** 5

On 1/16/2015

#### Evidence of Completion

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

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**

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Florida A&M University Developmental Research School

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**

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

Data from weekly progress monitoring assessments

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

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Florida A&M University Developmental Research School

S157797

**Action Step 1** 5

**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.

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

**Person Responsible**

Alicia Lane

**Schedule**

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

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

**Evidence of Completion**

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

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**

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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**

**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

**Action Step 1 5**

Student data from formative assessments;

**Strategy Rationale**

**Person Responsible Schedule**

**Appendix 1: Implementation Timeline**

**Evidence of Completion**

*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<br>every-6-weeks |



| 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 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, 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       |

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

**Appendix 2: Professional Development and Technical Assistance Outlines**

## Professional Development Opportunities

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

*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

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

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

## Budget Rollup

| Summary   |  | Total         |
|---|--|---------------|
| Description   |  |               |
| Goal 4: Increase the percentage of students that score proficient on the statewide math assessment. | Florida A&M University Developmental Research School | 15,000        |
| <b>Grand Total</b>  |  | <b>15,000</b> |

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

***Appendix B***  
***2014 – 2015 Joint Research Agenda:***  
***COE Faculty, DRS Faculty, and University Students***

**Florida A&M University**



**APPENDIX B**

**College of Education  
FAMU Developmental Research School**

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**2014 – 2015 Joint Research Agenda:  
COE Faculty, DRS Faculty, and University Students**

**Dr. Patricia Green-Powell, Interim Dean**

**Ongoing Action Research**

|  |
|--|
| <b>1. Project:</b> Exploring the Use of Culturally Sensitive Literature through Early Literacy Letterbox Interventions with At-Risk/Low Performing Early Readers   |
| <b>Project Investigators:</b> Rebecca Blankenship and Cheron Davis, Assistant Professors, Department of Elementary Education   |
| <b>Purpose:</b><br>To investigate the use of early literacy letterbox intervention with at-risk, lower performing readers. Pre-service teacher candidates administer intervention instrument during one-on-one pull-out tutoring sessions at the FAMU DRS.   |
| <b>Type of Data Being Gathered:</b><br>Pre- and post- phonemic awareness and phonics assessment instrument administered by students in RED4519 Diagnosing and Assessing Reading.   |
| <b>Expected Outcomes:</b><br>The <i>immediate</i> benefits include the creation of a baseline (completed spring 2015) of data that can be used for future comparison once the literature intervention is implemented in the fall 2015 term. The <i>mid-term</i> benefits include the ability to follow the same students the next school year using the same instrument with a change in the standard literature curriculum to be more culturally/ethnically responsive. A control group will be created which will not receive the intervening literature and pre and post- test comparisons will be made. The <i>long-term</i> benefits include an analysis of the results of this study can be used to advocate for a change in the literature offered to at-risk/low performing student readers to be more reflective of their cultural/ethnic heritages to increase reading scores/ability/comprehension. |
| <b>2. Project:</b> Tripod Project [Council for Accreditation of Educator Preparation (CAEP) Pilot Study]   |
| <b>Project Investigator:</b> Peggy Auman, Visiting Professor, College of Education   |
| <b>Purpose:</b><br>To share an interest in raising achievement for all students, while narrowing gaps among students from different racial, ethnic, and social class backgrounds by measuring teaching effectiveness with the Tripod Survey. The instrument will be used to follow the cohort of student teachers into their first year of employment during Phase II.   |
| <b>Type of Data Being Gathered:</b><br>Students' responses to the Tripod Survey about the preparation of their teacher candidates' teaching effectiveness with a comparison of results over time.  |

**Expected Outcomes:**

The *immediate* benefits include the ability of the student teachers to examine their strengths and areas for improvement regarding their teaching effectiveness from their students' perspectives. The *mid-term* benefits will allow graduates the opportunity to administer the surveys twice during their first year of employment so these results can be used over time to increase program effectiveness by identifying weak areas in the curricula. The *long-term* benefits will make it possible for the employed graduates to compare their Tripod teaching effectiveness scores from the time they were student teachers through their first year of employment to inform them of the areas which can be strengthened from their students' perspectives.

**3. Project: UF-HBCU High-Risk Delinquent and Dependent Youth Educational Research Project/Situational Environmental Circumstances Mentoring Program (SEC)**

*(Note: This project is a collaboration among the University of Florida, Bethune-Cookman University, Edward Waters College, Florida Agricultural and Mechanical University, and Florida Memorial University.)*

**Project Investigator:** Lavetta Henderson, Assistant Professor, Department of Educational Leadership and Human Services

**Purpose:**

To evaluate the Situational Environmental Circumstances (SEC) mentoring in reference to its effectiveness with elementary children and to provide children, families and social service providers with engagement strategies and activities within the communities where the youth reside. These strategies will include non-traditional engagement methods to assist youth with understanding the importance of personal and educational success and achievement. The Situational Environmental Circumstances Model (SEC) is a conceptual framework designed to address educational attainment, juvenile delinquency and dependency involvement, cost reductions/avoidance and resource allocations relative to high-risk minority male youth. The SEC seeks to increase the effectiveness and efficiency of dependency, delinquency and educational services through sound research and targeted mentoring services.

**Type of Data Being Gathered:**

Grade Point Averages (GPAs), state assessments, attendance, and behavior.

**Expected Outcomes:**

The *immediate* outcomes are: (1) behavioral modification measured by student referrals and (2) educational motivation measured by GPAs and state assessments. The *mid-term* outcomes include: (1) behavioral modification measured by student referrals, in-school suspensions, and out-of-school suspensions, (2) educational motivation measured by GPAs and state assessments, and (3) school attendance. The *long-term* outcomes will include: (1) behavioral modification measured by lack of referral to the Juvenile Delinquency System and eventually the Correctional System and (2) educational motivation measured by rigorous courses (Honors, Advanced Placement, Dual Enrollment, IB, etc.), state assessments, and postsecondary education.



|  |
|--|
| <b>4. Project:</b>   |
| The Linguistic Profiles of Spelling Errors in 4 <sup>th</sup> , 5 <sup>th</sup> , and 7 <sup>th</sup> Grade Students   |
| <b>Project Investigator:</b> Yi- Chieh (Sophie) Wu, Doctoral Candidate   |
| <b>Purpose:</b><br>The goal of this study is to understand the use of linguistic knowledge in spelling by analyzing spelling errors made by specified students. The results will inform researchers, teachers, curriculum developers, and policy makers about spelling instruction in elementary and middle grades.                        |
| <b>Type of Data Being Gathered:</b><br>FCAT 2.0 Reading Developmental Scale Scores; Scores from Researcher developed spelling exams  |
| <b>Expected Outcomes:</b><br>The researcher will be able to look at spelling patterns demonstrated by elementary school students to determine areas of deficiencies that will pinpoint problem areas in spelling and ultimately in reading.  |
| <b>5. Project:</b>   |
| Reading for Understanding  |
| <b>Project Investigator:</b> Beth Phillips, Ph. D.; Professor, Florida Center for Reading Research   |
| <b>Purpose:</b><br>The goal of this project is to develop, test and disseminate cutting edge interventions to support oral and reading comprehension.  |
| <b>Type of Data Being Gathered:</b><br>pre-/post-assessment of listening and reading comprehension; standardized test scores   |
| <b>Expected Outcomes:</b><br>To learn more about which interventions or combination of interventions is the most effective at supporting substantial growth in comprehension skills in pre-kindergarten, kindergarten and fourth grade.  |
| <b>6. Project:</b>   |
| Development of Oral and Silent Reading Fluency   |
| <b>Project Investigator:</b> Ralph Radach, Ph. D.; Assistant Professor, Florida Center for Reading Research  |
| <b>Purpose:</b> The goal of this research study is to follow a cohort of first graders through third grade to determine their oral and silent reading fluency. Students participate in a silent reading intervention then data is gathered through eye- movement recording systems to identify visual, perceptual and cognitive functions. |
| <b>Type of Data Being Gathered:</b><br>oral reading fluency, silent reading fluency, eye tracking data (gathered by state-of-the-art equipment and software)   |
| <b>Expected Outcomes:</b> To develop interventions in reading that can be used in higher – poverty schools across the state as well as developing instructional strategies that will make it easier for teachers will use with our English language learners and high poverty students.  |

**7. Project:**

An Interdisciplinary Approach to Health, Wellness and Prevention in Middle School Students

**Project Investigators:** Charlotte Baker, Ph.D; Professor, College of Allied Health

**Purpose:**

“An Interdisciplinary Approach to Health, Wellness and Prevention in Middle School Students” program will offer children and families the chance to make substantial and permanent changes to their health and well-being. Through the involvement of parents and other family members, the program’s positive health outcomes are expected to extend into the area’s African-American community. The program targets middle school students at FAMU Developmental Research School in Tallahassee, Florida. The program is a collaboration between three disciplines – public health, physical therapy and education. The students will participate in a before and after school program for physical activity, they will be involved in a growing and harvesting program by planting gardens at the FAMU DRS School, and they will use the food that they grow to develop nutritious recipes to share with their families and community. In additionally, students will be observed for changes in their academic and behavioral habits.

**Type of Data Being Gathered:**

Student assessment data, student health and wellness self-assessment, student height and weight

**Expected Outcomes:**

The program seeks to discover strategies that promote changing disease risk indicators such as obesity and inactivity and strives to improve the health of our citizens and control spiraling health costs.

**8. Project:** Garrett A. Morgan Technology and Transportation Education Program (GAMTTEP)

**Project Investigator:** Patricia West, FAMU DRS Grant Coordinator

**Purpose:**

To provide opportunities that promote the importance of STEM study to the access of various career paths in industry and academia through multi-agency, two week summer camp.

**Type of Data Being Gathered:**

The data gathered includes the number of participants; effect of lesson, hands- on experiments, team building exercises, field trips and other STEM related activities on student performance and choices in subsequent coursework and fields of study

**Expected Outcomes:**

The *immediate* outcome includes a baseline of initial data (completed summer 2014) from the camp participants’ performance on STEM-related lessons. The *mid-term* outcomes will include data that will be collected on camp participants’ performance on STEM-related course work. These data are anticipated to indicate an increase in student performance based on grade level tests and unit grades. The *long-term* outcome will include camp participants’ selection of STEM related fields of study beyond high school.

**9. Project :** Students Maximizing Academic Resources through Technology (SMART) Academies

**Project Investigator:** Rufus Ellis, Professor, Department of Secondary Education, Technology Education, and Foundations

**Purpose:**

The goals of FAMU SMART Academies are to offer afterschool and summer programming for students enrolled at FAMU DRS who: (1) are in grades K-12, identified as low performing based on a score of Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT), changed to: Florida State Assessment; (2) receive services through Exceptional Student Education (ESE) program; or (3) are identified as English Language Learners (ELL). In the event the number of students in the targeted grade levels (3 – 12) is less than the projected 100 participants, enrollment into SMART Academies will be extended to students in grades kindergarten, one and two whose performance on the Stanford 10 is at or below 40%.

**Type of Data Being Gathered:**

Data include students' performance on the FCAT (now FSA), change in the number of students graduating from high school, change in academic performance of at-risk students, and change in the number of at-risk students' admission to college.

**Expected Outcomes:**

FAMU SMART Academies' program design is in the *short term* to improve the academic performance of at-risk students, specifically in the areas of science, mathematics, reading and technology. In the *mid-term* to increase the number of African-Americans graduating from high school. In the *long term* to facilitate at-risk students' admission to college, with specific attention given to encouraging them to pursue a career in education.

**Proposed Action Research 2015-2016**

**10. Project:** School Climate Study (*scheduled for completion during Spring Semester 2015*)

**Project Investigator:** Kirk E. Gavin, Director of Center for Teacher Induction and Research with COE Faculty

**Purpose:**

To collect information that will enable the school administration to evaluate and set the tone for the learning and teaching done in the school environment by measuring the school climate, which is the first step toward improving the school culture.

**Type of Data Being Gathered:**

The School Climate data include campus safety, teaching and learning, interpersonal relationships, and the institutional environment.

**Expected Outcomes:**

The *short-term* benefits will include data charts to help the school staff, faculty, and administration begin the process of translating results into specific action plans to improve student/parent response time to school communications and inform the practice of teacher/administrative behaviors. The *mid-term* benefits to the school will make it possible to recommend additional guidelines and resources needed. The expected *long-term* benefit to the DRS is that stakeholders will have an easy-to-understand, graphic-rich report that details key findings in order to help inform the development of the FAMU DRS School Improvement Plan.

**11. Project: School, Teacher, and Parent Communication**

**Project Investigator:** Kirk E. Gavin, Director of Center for Teacher Induction and Research with COE Faculty

**Purpose:**

To understand the use of communication techniques and strategies by examining communication data collected from administrators, teachers, parents, and students. The results will inform researchers, teachers, curriculum developers, and policy makers about communication and trends in the elementary, middle, and high school.

**Type of Data Being Gathered:**

Stakeholder questionnaires provide data from parents, teachers, and students.

**Expected Outcomes:**

The expected *immediate* benefit to the DRS is that teachers will be able to use the results to improve communication. The expected *mid-term* benefits will be that school administrators and teachers will be able to use the feedback from questionnaires to create better strategies for use with their students. The expected *long-term* benefits should be an increase in student/parent response time to school communications.

|  |
|--|
| <b>12. Project:</b> Teacher Attendance   |
| <b>Project Investigator:</b> Kirk E. Gavin, Director of Center for Teacher Induction and Research with COE Faculty   |
| <b>Purpose:</b><br>To examine and implement effective strategies to improve teacher attendance.  |
| <b>Type of Data Being Gathered:</b><br>Pre- and post-assessment of teacher attendance by grading period.   |
| <b>Expected Outcome:</b><br>The average daily attendance for teachers will improve. The current average daily attendance is 85% for the 2014-2015 school year. The average daily attendance goal is 95%.   |
| <b>13. Project:</b> Student Attendance   |
| <b>Project Investigator:</b> Kirk E. Gavin, Director of Center for Teacher Induction and Research with COE Faculty   |
| <b>Purpose:</b><br>To examine and implement effective strategies to improve student attendance.  |
| <b>Type of Data Being Gathered:</b><br>Pre- and post-assessment of student attendance by grading period.   |
| <b>Expected Outcome:</b><br>The average daily attendance for students will improve. The baseline average daily attendance is 70% for the 2014-2015 school year. The average daily attendance goal is 95%.  |
| <b>14. Project:</b> School Policies and Procedures   |
| <b>Project Investigator:</b> Kirk E. Gavin, Director of Center for Teacher Induction and Research with COE Faculty   |
| <b>Purpose:</b><br>To develop an effective school manual of policies and procedures for the Florida A&M University Developmental Research School. The FAMU DRS Policies and Procedures Manual will align with Florida Statutes, Florida Department of Education regulations, and Florida A&M University Board of Trustee policies and procedures that govern or relate to the Florida A&M University Developmental Research School. The DRS Policy and Procedure Manual will govern school operations. |
| <b>Type of Data Being Gathered:</b><br>State of Florida Statutes specific to the Developmental Research School; Florida Department of Education rules and memoranda; examples of school manuals from other Florida Developmental Research Schools; and historical data from FAMU DRS School Board minutes and relevant minutes from FAMU Board of Trustees.  |
| <b>Expected Outcome:</b><br>A completed school manual of policies and procedures.  |

# Study Abroad Guidelines

## **Faculty-Led Off Campus and Study Abroad Program Guidelines**

### **Faculty-Led Summer and Spring Break Programs**

The Office of International Education and Development provides administrative and logistical support to faculty for spring break and summer programs. These programs are designed to offer academic experiences abroad for FAMU students and provide an opportunity to infuse an international perspective into specific courses. Experience shows that because of the leadership and advocacy of faculty members, these programs may attract students who are less likely to choose traditional study abroad programs. All faculty-led programs at FAMU must follow the guidelines below and proposals must be submitted through the Office of International Education and Development. The Assistant Vice President for International Education or the Provost may make exceptions to these guidelines if a compelling educational reason can be made.

### **Planning Guidelines**

#### **Program Length and Course Credits**

- Faculty-led programs may be conducted during a fall semester, spring semester, spring break, or in the summer. Programs must be for academic credit. For each credit awarded students must receive a minimum of fifteen (15) contact hours of instruction.
- Each summer faculty-led study abroad program is a six-week program held in either Summer A or Summer B. Summer C programs may also be proposed and must be at least ten weeks, a maximum of twelve weeks of length, and include a minimum of nine credits, or a maximum of twelve credits. The programs may not commence until the first day of classes in the term concerned, and may not continue beyond the final exam week of the term concerned.
- For summer A & B, the expectation is that the students will spend approximately six weeks abroad but under no circumstances can the time abroad be less than 30 days, unless it is a spring break program.
- In each Summer A or B program, students must receive two three-credit semester courses, or the equivalent. In summer C programs students must receive a minimum of 9 credits and a maximum of twelve credits.
- Spring break programs must be credit bearing and may not commence before Saturday before spring break or end after the Sunday following spring break.

## Staffing and remuneration of personnel

- The faculty program leader must be a full-time faculty member at the university.
- The faculty member and other university staff must be in attendance full-time throughout the duration of the program.
- The normal assumption for summer programs is that the 2nd course will include instruction from local lecturers, faculty members from partner institutions or experts in their field to the benefit of students (this can be a combination of multiple guest lecturers, site visits, language instructors, etc.).
- The faculty leader will earn the same contractual amount as she or he would earn teaching on campus in the summer. (The FTE for summer assignment is multiplied by the faculty member's biweekly salary x the number of pay period during the summer term to get the amount due to the faculty member for teaching that course.) In addition, faculty members leading programs will receive a stipend determined by the number of students in the program, the stipend will be calculated as \$150/student. The total remuneration is for developing the program, teaching one course, being responsible for the second course, and implementing and leading the program. Faculty and support staff travel expenses, flight, housing, in-country travel, meals, will be covered by the program budget. The salary will be paid during the program, and the stipend will be paid upon the satisfactory completion of the program and reconciliation of all administrative details such as budget receipts and the like.
- For a program of 15 or more students, a second person may be used as a resource or support person. These may include non-FAMU personnel or faculty members with expertise appropriate for the program, or qualified FAMU staff, graduate or undergraduate students. Assuming a full six-week participation, the remuneration for these is:
  - Non-FAMU resource or support personnel up to \$1,000.00 including program expenses.
  - FAMU graduate student up to one-half semester at pro-rated TA rates for the department or college concerned, including program expenses.
  - FAMU undergraduate student (or recent alum) up to \$1,000.00, including program expenses.
- Programs will generally be capped at a maximum of 25 students
- Local instructors or guest speakers should be remunerated consistent with local rates and standards. Remuneration, or honoraria paid to local instructors or guest speakers will be included as part of the program budget.



- FAMU policy permits faculty leaders, co-leaders and other support personnel to be accompanied or visited on location by spouses, children, other family members, companions, friends or the like. However, faculty leaders, co-leaders and other support personnel are responsible for all expenses, including local transportation, admissions, excursions and meals, for spouses, children, other family members, companions, or friends. The presence of family or friends must not distract faculty members and other personnel from leading the program and being responsible for the health and safety of students, nor must the presence of spouses or children detract from the academic nature of the program.

### **Program Budgets**

- Faculty members must submit a budget for their program using the budget template developed by the Office of International Education and Development.
- Each program budget will include a charge of 5% of the total program costs. This latter is to address currency fluctuations, airline surcharges, emergency costs and other unplanned expenses that may occur after the budget is finalized. Unused money will be held in a general rollover account to address similar issues the following year.

#### **Timeline for all 2015-16 Faculty-Led Study Abroad Programs (proposed for Spring 2016, Spring Break 2016 or Summer 2016)**

- Proposal Deadline for all new and existing programs: October 15, 2015
- Programs reviewed and approved by International Education Committee: November 2, 2015
- List of faculty-led programs sent to registrar: November 2, 2015
- Student may begin to apply for faculty-led programs: November 13, 2015
- Faculty-led program fair: November 18, 2015
- Deadline for student applications: December 4, 2015
- Final Budgets sent to OIED: December 11, 2015
- Deadline for faculty to accept students into programs: January 15, 2016
- List of students enrollments sent to registrar: January 18, 2016

## Proposal Form

### General Information

#### Faculty Program Director

Name:

Title:

Email:

Phone:

Department:

College:

Will a second staff member or student be required as support staff? (OIED recommends one faculty member or support person per 15-22 students. If a program will have more than 15 students faculty directors may consider adding a second support staff, faculty member, graduate or undergraduate assistant as outlined above.)

#### First Support Staff

Name:

Title:

Email:

Phone:

Department:

Expertise in the host country or in the discipline:

#### Second Support Staff

Name:

Title:

Email:

Phone:

Department:

Expertise in the host country or in the discipline:

Explain the role and qualifications of support staff (Please attach a resume or CV for each support staff):

### **Basic Program Information**

Title of Program:

Program Location:

Proposal Type:

Spring Break:

Summer A:

Summer B:

Summer C:

**Course Information (Summer A & B programs will two courses, for a total of six credits. Summer C programs must have at least 3 courses for a total of 9 credits and a maximum of 12 credits.)**

Course 1

Title and Number:

Instructor:

Course Prerequisites:

Course 2

Title and Number:

Instructor:

Course Prerequisites:

### **Program Details**

#### **Program Rationale: Teaching and Learning**

1. Explain the rationale for choosing the course(s) and how the proposed location will impact teaching and student learning.
2. What are the learning goals for this program?
3. How does this program support the goals of the college, school, department and university of providing global experiences for students?
4. How will you connect students to the local culture?

## **Health and Safety**

1. Are there any health, safety or security concerns related the country or location where you are proposing a program? You may wish to review resources available through the U.S. Department of State, Center for Disease Control and Prevention, or International SOS.
  
2. What means of transportation will be used in country for proposed excursions? Please address any transportation related safety concerns.

## **Recruitment and Program Preparation**

1. Which group of students will this program target and why will this program appeal to those students? How large is this target population?
  
2. How will you, your department, college or school reach these target students?



## Program Itinerary

Please complete the itinerary, include the location, city and country, and all activities planned for each day, lectures, museum visits, site visits, tours, etc.

|        | Date | Location | Activities |
|--------|------|----------|------------|
| Day 1  |      |          |            |
| Day 2  |      |          |            |
| Day 3  |      |          |            |
| Day 4  |      |          |            |
| Day 5  |      |          |            |
| Day 6  |      |          |            |
| Day 7  |      |          |            |
| Day 8  |      |          |            |
| Day 9  |      |          |            |
| Day 10 |      |          |            |
| Day 11 |      |          |            |
| Day 12 |      |          |            |
| Day 13 |      |          |            |
| Day 14 |      |          |            |
| Day 15 |      |          |            |
| Day 16 |      |          |            |
| Day 17 |      |          |            |
| Day 18 |      |          |            |
| Day 19 |      |          |            |
| Day 20 |      |          |            |
| Day 21 |      |          |            |
| Day 22 |      |          |            |
| Day 23 |      |          |            |
| Day 24 |      |          |            |
| Day 25 |      |          |            |
| Day 26 |      |          |            |
| Day 27 |      |          |            |
| Day 28 |      |          |            |
| Day 29 |      |          |            |
| Day 30 |      |          |            |
| Day 31 |      |          |            |
| Day 32 |      |          |            |
| Day 33 |      |          |            |
| Day 34 |      |          |            |
| Day 35 |      |          |            |
| Day 36 |      |          |            |
| Day 37 |      |          |            |
| Day 38 |      |          |            |
| Day 39 |      |          |            |
| Day 40 |      |          |            |
| Day 41 |      |          |            |
| Day 42 |      |          |            |
| Day 43 |      |          |            |
| Day 44 |      |          |            |

In addition to this form please submit a syllabus or syllabi for courses that will be taught as part of this program

**Faculty Member Agreement**

If I am approved to lead this program and teach this course, I agree to follow university policies with regards to short-term Faculty-led programs. Including but not limited to:

- Submitting an update to this proposal if there are any significant changes
- Attending all faculty workshops

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_



## Approvals

By signing below you indicate that the proposed program is consistent with the department, school or college's policies, mission, and goals.

### **Department or Unit Chair/Supervisor**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### **Dean of the College or School**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### **Assistant Vice President for International Education and Development (for the International Education Committee)**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Faculty-led Study Abroad Program Budget Template

Program Title: \_\_\_\_\_  
 Countries to be visited: \_\_\_\_\_  
 Department: \_\_\_\_\_  
 College or School: \_\_\_\_\_  
 Faculty Member: \_\_\_\_\_  
 Travel Dates: \_\_\_\_\_

Data Input Cells are shaded green.  
 All cost estimates should be entered in these cells only.  
 Please provide costs in US Dollars.  
 If cost estimates were converted from another currency, indicate that information below.  
 Currency: \_\_\_\_\_  
 Exchange Rate: \_\_\_\_\_  
 Date of Exchange Rate Used for Cost Estimates: \_\_\_\_\_

| Participants/Locations         | Location | Scenario 1 | Scenario 2 | Scenario 3 |
|--------------------------------|----------|------------|------------|------------|
| Assumed Number of Students     |          |            |            | 20         |
| Assumed Number of Leaders      |          |            |            |            |
| # Number of Days in Location 1 |          |            |            |            |
| # Number of Days in Location 2 |          |            |            |            |
| # Number of Days in Location 3 |          |            |            |            |
| # Number of Days in Location 4 |          |            |            |            |
| # Number of Days in Location 5 |          |            |            |            |
| # Number of Days in Location 6 |          |            |            |            |
| TOTAL DAYS IN COUNTRY          | 0        |            |            |            |

| REVENUE   | Scenario 1 | Scenario 2 | Scenario 3 |
|---|------------|------------|------------|
| Summer A/B Tuition (based on six credits)       | \$0.00     | \$0.00     | \$0.00     |
| in-state per student at 2015-16 summer rate     | \$910.68   |            |            |
| out-of-state per student at 2015-16 summer rate | \$3,298.80 |            |            |
| Summer tuition x # of students**                |            |            |            |
| Summer tuition x # of in-state students         |            |            |            |
| Summer tuition x # of out-of--state students    |            |            |            |

\*\* Use in-state

| LEADERSHIP EXPENSES              | Scenario 1 | Scenario 2 | Scenario 3 |
|----------------------------------|------------|------------|------------|
| Faculty Compensation             |            |            |            |
| Per Student Faculty Stipend*     |            |            |            |
| Travel - Airfare to and from USA | \$0.00     | \$0.00     | \$3,000.00 |
| Travel - Local Transportation    | \$0.00     | \$0.00     | \$0.00     |
| <b>Travel - Housing:</b>         |            |            |            |
| International Location 1         | \$0.00     | \$0.00     | \$0.00     |
| International Location 2         | \$0.00     | \$0.00     | \$0.00     |
| International Location 3         | \$0.00     | \$0.00     | \$0.00     |
| International Location 4         | \$0.00     | \$0.00     | \$0.00     |
| International Location 5         | \$0.00     | \$0.00     | \$0.00     |

19.5/6 x .20 = .65FTE

|  |  |
|--|--|
| International Location 6                   |  |
| Faculty Meals                              |  |
| Specified Other Expenses (Provide Details) |  |
| <b>TOTAL LEADERSHIP EXPENSES</b>           |  |

|        |        |            |
|--------|--------|------------|
| \$0.00 | \$0.00 | \$0.00     |
| \$0.00 | \$0.00 | \$0.00     |
| \$0.00 | \$0.00 | \$0.00     |
| \$0.00 | \$0.00 | \$3,000.00 |

| <b>PROGRAM EXPENSES</b>                  | <b>Description</b> | <b>Unit Cost</b> | <b>Scenario 1</b> | <b>Scenario 2</b> | <b>Scenario 3</b> |
|--|--------------------|------------------|-------------------|-------------------|-------------------|
| Site Visit                               |                    |                  |                   |                   |                   |
| Telephone (up to \$300)                  |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| Copying                                  |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| Office Supplies                          |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| Rental of Host facility and/or Equipment |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| Special Event(s) at Host Institution     |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| Events: Tickets, Admissions, etc         |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| Total Guest Speakers, Lecturers          |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| Specified Other Costs                    |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| <b>TOTAL PROGRAM EXPENSES</b>            |                    |                  | \$0.00            | \$0.00            | \$0.00            |

| <b>STUDENT EXPENSES (Except Accommodation)</b> | <b>Description</b> | <b>Unit Cost</b> | <b>Scenario 1</b> | <b>Scenario 2</b> | <b>Scenario 3</b> |
|--|--------------------|------------------|-------------------|-------------------|-------------------|
| Airfare  |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| Airport Transfers                              |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| Local Transportation                           |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| SOS Insurance                                  |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| Other costs                                    |                    |                  | \$0.00            | \$0.00            | \$0.00            |
| <b>TOTAL STUDENT EXPENSES</b>                  |                    |                  | \$0.00            | \$0.00            | \$0.00            |

| <b>STUDENT ACCOMMODATIONS</b>       | <b>per night</b> | <b>Total per student</b> | <b>Scenario 1</b> | <b>Scenario 2</b> | <b>Scenario 3</b> |
|-------------------------------------|------------------|--------------------------|-------------------|-------------------|-------------------|
| International Location 1            |                  | \$0.00                   | \$0.00            | \$0.00            | \$0.00            |
| International Location 2            |                  | \$0.00                   | \$0.00            | \$0.00            | \$0.00            |
| International Location 3            |                  | \$0.00                   | \$0.00            | \$0.00            | \$0.00            |
| International Location 4            |                  | \$0.00                   | \$0.00            | \$0.00            | \$0.00            |
| International Location 5            |                  | \$0.00                   | \$0.00            | \$0.00            | \$0.00            |
| International Location 6            |                  | \$0.00                   | \$0.00            | \$0.00            | \$0.00            |
| <b>TOTAL STUDENT ACCOMMODATIONS</b> |                  | \$0.00                   | \$0.00            | \$0.00            | \$0.00            |

| <b>TOTAL EXPENSES</b>           | <b>Scenario 1</b> | <b>Scenario 2</b> | <b>Scenario 3</b> |
|---------------------------------|-------------------|-------------------|-------------------|
| 5% Emergency/Contingency Charge | \$0.00            | \$0.00            | \$150.00          |
| <b>GRAND TOTAL EXPENSES</b>     | \$0.00            | \$0.00            | \$3,000.00        |
| Expenses plus 6% Controller tax | \$0.00            | \$0.00            | \$3,180.00        |
| <b>TOTAL PROGRAM COST</b>       | \$0.00            | \$0.00            | \$6,330.00        |
| <b>TOTAL COST PER STUDENT</b>   | #DIV/0!           | #DIV/0!           | #DIV/0!           |

**Program Cost plus tuition per student**

Students are responsible for any additional charges, such as, books, meals, passport, vaccinations and any discretionary costs incurred outside of the program, such as, optional local travel.  
\* Final payment will be disbursed upon satisfactory completion of p-card reconciliation and expense reimbursement.

#DIV/0! #DIV/0! #DIV/0!