



Charles R. Drew Charter School

Strategic Plan 2015-2020

Purpose

Drew Charter School serves as a key component of the cradle-to-college pipeline within the holistic East Lake neighborhood revitalization. Appreciating our unique status as a mixed-income school, Drew Charter School's primary purpose is to provide an excellent education to all children living in the Villages of East Lake so that each student reaches his or her full potential and is launched on a pathway to health, impact and prosperity.

Vision

Drew Charter School students are equipped with the knowledge, skills, and passion to create positive change in the world.

Mission

Drew Charter School is an exemplary, innovative education community that empowers all students to achieve their full potential.

Philosophy

Drew Charter School's approach is based on the belief that every child has gifts and talents that must be discovered and nurtured. All students are consistently encouraged to strive to do their best so they may reach their highest potential. A Drew education is one that supports strong intellectual, physical, social, and emotional growth.

Goals

By 2020, Drew Charter School will:

1. Be a school of excellence in which students perform in the top 5% of the district, the top 10% of the state, and the top quartile of the nation.
2. Eliminate the literacy, achievement, and opportunity gaps for all students.
3. Be a nationally recognized model for governance, fiscal responsibility, operations and talent management.

Objectives to Accomplish Goals

GOAL 1: Be a school of excellence in which students perform in the top 5% of the district, the top 10% of the state, and the top quartile of the nation.¹

Objective	Action(s)	Timeframe	Accountability	Measure(s)
A. Drew students will demonstrate consistent improvement in reading, language arts, math, science & social studies.	G1.A.1. Review and align Drew's assessment plan on an annual basis.	By 6/30/20	Director of Literacy and Teaching and Learning Committee	100% of students will score within the top 3 achievement levels and 70% of these students will score within the top two achievement levels on the Georgia Milestones assessment.
	G1.A.2. Evaluate and implement broad learning opportunities across all abilities including special education, remedial, response to intervention, and gifted/ advanced learning.	By 6/30/20	Principals and Instructional Director Team	75% of students receiving RTI, special education services or gifted placements will meet MAP targets and will exceed the MAP national norm.

¹ As measured by the state's standardized assessment(s) and nationally-normed assessments.

<i>Objective</i>	<i>Action(s)</i>	<i>Timeframe</i>	<i>Accountability</i>	<i>Measure(s)</i>
	G1.A.3. Vertically align all subjects, skills & competencies across PK-12, including GSE, PBL, STEAM, and experiential learning.	By 6/30/20	Principals and Instructional Director Team	Create a process to check in more formally on the status of curriculum maps, course syllabi and field trips. 80% of teachers will land in the 'consistently' area of the STEAM + PBL Gold Standard Rubric.
	G1.A.4. Develop a funded plan for in-school ACT/SAT preparation opportunities for Senior Academy students.	By 12/31/15	Director of College and Career Readiness and Senior Academy Principal	100% of students have access to ACT prep opportunities
	G1.A.5. Research & determine national indicators that demonstrate student performance in the top quartile of the nation.	By 6/30/20	Principals and Instructional Director Team	Grade level MAP averages will exceed the national norm and high school students will exceed the national average for the ACT.
B. Drew students will be 21 st century learners and prepared to succeed in the 21 st century.	G1.B.1. Implement an evaluation system for PK-12 to demonstrate that students are mastering 21 st century skills. ²	By 6/30/20	Director of PBL, Director of STEAM	STEAM rubrics will be used across campuses to ensure that all academies are practicing with fidelity. Benchmark Year – 2019-2020 with developed targets.
	G1.B.2. Elementary, Junior and Senior Academy will each have at least 3-4 PBL showcases for public/ authentic audiences, and real-world work products will demonstrate student work. ³	By 6/30/20	Principals and Director of PBL	Begin use of PBL Gold Standard rubric with the benchmark year 2019-2020 and develop targets.

² Rubrics, project evaluation, and authentic indicators.

³ Showcases may be a variety of authentic experiences.

<i>Objective</i>	<i>Action(s)</i>	<i>Timeframe</i>	<i>Accountability</i>	<i>Measure(s)</i>
C. All Drew students will graduate from high school aware, eligible and prepared for success in college and careers by the implementation of a robust college and career counseling program in the Junior and Senior Academies.	G1.C.1. Track and support all Senior Academy students for progress toward graduation.	December and May graduation tracking reports each year for all Senior Academy students.	Director of CCR	100% of students will have a post-secondary plan by 11th grade, 100% will graduate from high school and 100% will have a post-secondary placement.
	G1.C.2. Develop and implement a credit recovery program for students on an as-needed basis.	Annually	Director of CCR	Document all SA student progress for on-track graduation and enroll students as needed in credit recovery in a timely manner.
	G1.C.3. Implement a college and career fair for Junior and Senior Academy students.	By 6/30/20	Director of CCR	At least 75 entities are represented at the college/career fair each year.
	G1.C.4. Define college and career readiness and create benchmarks for grades PK-12.	By 6/30/20	Director of CCR	100% of Senior Academy students will complete a professional portfolio.
	G1.C.5. Develop a plan for investing families & parents in the readiness process.	By 6/30/20	Director of CCR	By the end of Junior year, 100% of parents will have the opportunity to attend multiple college/career sessions and an opportunity to meet with their student's college counselor.
D. Access to advanced academics is available to all Drew Senior Academy students. ⁴	G2.D.1. Implement at least one partnership with a higher education institution for access to early college.	6/30/20	Director of CCR	100% of students have access and 90% of 12th grade students participate in early college/dual enrollment each year.

⁴Advanced offerings including but not limited to: AP courses, honors courses, dual/early enrollment with colleges and universities, internships and advanced pathway courses.

<i>Objective</i>	<i>Action(s)</i>	<i>Timeframe</i>	<i>Accountability</i>	<i>Measure(s)</i>
	G2.D.2. Evaluate advanced academic offerings and develop parent communication to foster understanding of advanced academic offerings. ⁵	6/30/20	Director of CCR	100% of students participate in advanced academics (AP, honors, dual enrollment/early college, and pathways and internships).
	G2.D.3. Offer an internship/ externship program for all Senior Academy students in their Junior and Senior years.	Each academic year	Director of CCR	100% of Juniors and Seniors participate in at least one internship or externship.

GOAL 2: Eliminate the literacy, achievement, and opportunity gaps for all students.

<i>Objective</i>	<i>Action</i>	<i>Timeframe</i>	<i>Accountability</i>	<i>Measure(s)</i>
A. Drew students will be well-rounded individuals, with a full complement of life skills, who are positioned to compete with students in the nation and in the world.	G2.A.1. Adequate social/emotional counseling programs are in place for all students, in addition to career counseling and support.	By 6/30/17	Head of School, Principals and Social Worker	Counselor to student ratio in alignment with national standard ratio of 1:250 or less.
	G2.A.2. Parents will have information and interventions to support their children, including a parent coordinator, parent resource center or equivalent tools.	6/30/20	Head of School, Principals and Social Worker	The percentage of students absent fewer than 10% of days enrolled will not exceed 5%, achieving a 95% attendance rate in alignment with CCRPI benchmark attendance indicator.
	G2.A.3. Summer opportunities are available to all students across all achievement levels.	Each summer	Head of School, Principals and Academic Deans	Drew will offer summer learning opportunities and will

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				measure their effectiveness annually.
	G2.A.4. Students tackle complex projects through service learning in grades 9-12.	Each academic year	Academic Deans and Director of PBL	Each student will complete 100 total hours of service learning in grades 9-12.
	G2.A.5. In grades 6-8, students will experience a service learning activity each year.	Each academic year	Academic Deans and Director of PBL	100% of 6 th -8 th grade students experience a service learning activity each year.
	G2.A.6. Provide health education to all students based on the state curriculum, appropriate to grade level (including sex education as appropriate).	Each academic year	Principals	As measured by health education in a master schedule and a define curriculum per grade level.
	G2.A.7. Develop a targeted, comprehensive plan to address the specific achievement gaps between its black and white students.	Each academic year	Principals	Using the 2017-2018 school year as a baseline, Drew's gap between black and white students will decrease each year. (Specific calculation to be determined, but may include the length of time that a student has been enrolled at Drew and the grade that the student began attending Drew.)
B. Drew will continue to build and support the East Lake cradle to college pipeline in partnership with East Lake Foundation, CF	G1.B.1. East Lake Foundation to support a tracking & relationship management system to determine eligibility and monitor mobility	Villages of East Lake residential report produced by East Lake Foundation by 1/31 of	Head of School and Director of Data, Research and Analysis	100% of eligible students will return year over year. ⁶ 100% of students from the

⁶ During FY2015, more than 95% of eligible students returned to Drew.

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Foundation, Rollins Center, Sheltering Arms, and ELELA to ensure that students from the Villages of East Lake enter Drew ready to learn and graduate from high school prepared for success in college and careers.	of Drew families, with emphasis on students moving from Priorities A and B to Priorities C, D and E.	each year Recruitment by East Lake Foundation & Drew Charter School occurs February through April 30 of each year		Villages of East Lake will enroll at Drew.
	G1.B.2. Drew offers comprehensive programs to attract and retain neighborhood students.	Annually	Head of School and Principals Dir. of Strategic Partnerships	40% of VOEL children participate in enrichment programs. 100% of Drew students participate in at least one activity such as art, engineering, robotics, athletics, etc.
	G1.B.3. Drew will continue to serve the residents of the Villages of East Lake and continue to reflect the strong relationship between current and former residents in Drew's student body.	Annually	Head of School and Principals	Drew will undertake all efforts to continue to enroll and re-enroll students who live or have lived at VOEL to ensure they successfully matriculate through Drew's pipeline. As such, Drew will identify systematic ways to effectively track the matriculation of new VOEL students, current VOEL students and students who are former residents of the VOEL to identify trends that may inform recruitment and retention efforts of future, current and former VOEL families.
C. As part of a seamless student pipeline, students enter Drew ready to	G2.C.1. In partnership with East Lake Foundation, ensure that early learning partners adopt and	MOUs renewed annually	Head of School	100% of students meet or exceed grade level expectations on the Really

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learn and are on a path to read to learn by third grade.	implement Drew's enrollment priorities.			Great Reading (RGR) and the Brigance math assessment.
D. Access to advanced academics is available to all Drew Senior Academy students. ⁷	G2.D.1. Implement at least one partnership with a higher education institution for access to early college.	6/30/20	Director of CCR	90% of seniors enroll and participate in early college.
	G2.D.2. Evaluate advanced academic offerings and develop parent communication to foster understanding of advanced academic offerings. ⁸	By 6/30/20	Director of CCR	100% of students enroll in advanced academic offerings, complete a career oriented senior portfolio project, and/or participate in an intern/externship.
	G2.D.3. Offer an internship/externship program for all Senior Academy students in their Junior and Senior years.	Each academic year	Director of CCR	100% of Juniors and Seniors participate in at least one internship or externship.
E. Appreciating its unique status as a mixed-income school, Drew will continue to be a pathway for children from low-wealth families to live a life of health, impact and prosperity, and will serve 65% students who qualify for free/reduced lunch (or another socio-economic measure).	G2.E.1. Utilize all available tools (including consideration of a weighted lottery) to maintain a diverse and mixed-income neighborhood school.	On-Going	Head of School	Given the unavailability of current free or reduced lunch data for Drew students based on Atlanta Public Schools' conversion to Community Eligibility Provision meals status, other socio-economic measures/programs will be considered to identify, track and increase the number economically disadvantaged students the school serves.
	G2.E.2. With the East Lake Foundation, ensure that Drew	On-Going	Head of School	100% of eligible VOEL students enroll at Drew.

⁷Advanced offerings including but not limited to: AP courses, honors courses, dual/early enrollment with colleges and universities, internships and advanced pathway courses.

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	Charter School is embraced and supported by the East Lake community.			
F. Engage and involve parents with Drew Charter School.	G2.F.1. Support a strong PTA with regular communication and collaboration from administration. Provide opportunities for PTA to support school initiatives.	Annually	Head of School & Principals	Drew's Head of School and principals attend PTA meetings. 90% of parents participate in school activities. ⁹
	G2.F.2. All parents/families sign the school contract each year.	Annually	Head of School & Principals	Contracts are signed by August 15 each year by 100% of families.
	G2.F.3. Achieve a high level of meet/exceed parent satisfaction ratings.	Annually	Head of School & Principals	Responses on the Georgia School Health Survey completed by parents will increase by 2 points for EA and JA/SA until the score reaches 90 or above. ¹⁰
	G2.F.4. Assure parent representation on the school's Board of Directors.	On-Going	Board of Directors	At least two parents will serve on the Board of Directors.

GOAL 3: Be a nationally recognized model for governance, fiscal responsibility, operations and talent management.

<i>Objective</i>	<i>Action</i>	<i>Timeframe</i>	<i>Accountability</i>	<i>Stretch Measure</i>
A. Recruit and retain highly engaged, top-quality faculty and staff.	G3.A.1. Implement a career pathway for faculty/ staff to advance and remain at Drew, including a leadership structure for faculty/staff to lead within areas of defined expertise.	By 6/30/17 Leadership structure in place by 6/30/20.	Director of Talent Management	90% faculty and staff retention rate annually.

⁹ Including but not limited to parent-teacher conferences, family contracts, parent/family satisfaction survey completion and attendance at school events.

¹⁰ Baseline: 78.7 (EA) and 76.49 (JASA) on 2018 School Climate Score

<i>Objective</i>	<i>Action</i>	<i>Timeframe</i>	<i>Accountability</i>	<i>Stretch Measure</i>
	G3.A.2. Develop onboarding systems and ongoing acculturation activities including but not limited to history of Drew, culture, community sensibility, and operations/ business environment of Drew.	By 6/30/20	Head of School & Principals involved in leading culture, with Director of Talent Management responsible for systems and processes.	Within the school climate score, maintain scores of 95 or higher attendance for staff and show annual improvement in the staff survey responses on the Georgia School Health Survey. ¹¹
	G3.A.3. Implement a quality survey for faculty/staff and create an action plan after each survey to address issues.	By 6/30/20	Director of Talent Management	Achieve a score of 4 or above on the Gallup employee engagement score.
	G3.A.4. Align all faculty/staff processes, procedures and handbooks across all academies.	By 10/31/15	Director of Talent Management	One consolidated employee handbook serves all academies. Quarterly faculty meetings. Semi-annual all faculty events.
	G3.A.5. All faculty and staff have performance plans & access to professional development that align with Drew's strategic plan and academic model. A year-round professional development calendar is in place for the entire school.	By 12/31/15 with quarterly revisions	Head of School, Principals and Director of Talent Management	100% of faculty & staff have written performance plans. A professional development calendar is published by the start of each academic year with quarterly revisions; including partner professional development opportunities.
	G3.A.6. Develop a competitive compensation structure including an articulated and defined bonus system.	By 6/30/18 with implementation in 2017-18	Head of School, Principals and Director of Talent Management	Communicate compensation structure annually to all faculty and staff.

¹¹ Baseline: 84.0 (EA) and 78.9 (JASA) in 2018

<i>Objective</i>	<i>Action</i>	<i>Timeframe</i>	<i>Accountability</i>	<i>Stretch Measure</i>
			Talent Development Committee	Separate from the track- and-step compensation structure; move to new competitive structure.
	G3.A.7. Revise Drew employee contract in alignment with best practices.	By 3/2016	Head of School, Principals and Director of Talent Management	Faculty/staff contracts are issued by March 15 of each year & collected by April 1 of each year. Enforce terms & invoke penalties for non-compliance.
	G3.A.8. Evaluate the instructional support team's capacity & recommend additional positions to support growing enrollment (ex: Director/ Coach positions.)	6/30/2016	Head of School, Principals and Director of Talent Management	Evaluation complete by 6/30/16, with recommendations for additional positions to be added in FY17, FY18, and FY19.
B. Maintain a standard of excellence in financial management and business operations.	G3.B.1. Each year during budget development, revise and monitor the sustainable financial and staffing plans.	By 5/1 of each year	Head of School, Principals and Controller	Ensure that the school has a balanced budget annually and holds an annual public budget hearing.
	G3.B.2. Revise the 10 year financial plan and define annual operating reserve allocations.	By 6/30/16	Head of School, Finance Committee	Increase operating reserve to at least \$5 million by 6/30/20.
	G3.B.3. Assure financial, accounting policies and procedures are in place to guide the school's business operations.	Annually	Head of School, Chief Operating Officer, Board Chair, Executive Committee	Receive a clean audit opinion each year. Drew's business office will be self-sufficient by 6/30/17.
	G3.B.4. Maintain policies that govern the rental, cost, and timing of renting the school's facilities for any purpose.	Ongoing	Head of School Chief Operating Officer	Drew has clearly articulated rental policies and procedures.

<i>Objective</i>	<i>Action</i>	<i>Timeframe</i>	<i>Accountability</i>	<i>Stretch Measure</i>
C. Maintain a standard of excellence in governance.	G3.C.1. The Board of Directors will oversee the school according to the requirements of the charter, its bylaws, the strategic plan, and best practices for governance, management and finances of charter schools and nonprofit organizations.	Quarterly review of plans and progress Annually	Head of School, Finance Committee	A board-approved, consolidated policy manual will guide all aspects of the school's operation by 6/30/16. The Board will complete annual training as required by the Georgia Department of Education.
	G3.C.2. Ensure alignment between the Drew Board of Directors and the vision and mission of the East Lake Foundation Board and CF Foundation Board through Board Member representation.	Annually	Board of Directors	Adopt revised bylaws reflecting that Board's composition will continue to align with the vision and mission of the East Lake Foundation and the CF Foundation.
	G3.C.3. Drew's exemplary governance practices will be published on Drew's website and be available to others.	By 6/30/20	Head of School	Published on website for public access.
D. Maintain a standard of excellence for the school's facilities and grounds.	G3.D.1. Establish a Facilities and Grounds Committee with expertise and knowledge to oversee maintenance.	By 9/30/15	Board of Directors	Facilities and Grounds Committee is formed and meets on a regular basis pursuant to the by-laws of the school.
	G3.D.2. Create a 10-year maintenance and physical plant replacement plan for the entire campus.	By 6/30/17	Facilities and Grounds Committee, Head of School	Increase the maintenance reserve fund to \$1.5 million by the end of FY2020.

<i>Objective</i>	<i>Action</i>	<i>Timeframe</i>	<i>Accountability</i>	<i>Stretch Measure</i>
E. Maintain a standard of excellence around technology infrastructure, and instruction.	G3.E.1. Create a technology staffing plan to meet the needs of PK-12 education and the school's business operations.	By 6/30/17	Head of School Dir. of Technology	Increase the technology reserve fund to \$1 million by the end of FY2020.
	G3.E.2. Maintain a functional technology plan to assure that it continues to meet the needs of the school. ¹²	By 12/31 of each year	Head of School Dir. of Technology	Technology plan is written and regularly updated.

¹² Includes hardware, software, internet, infrastructure, equipment, and staffing.