

Miami-Dade County Public Schools

# Frederick R. Douglass Elementary



## 2020-21 Schoolwide Improvement Plan

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# Frederick R. Douglass Elementary

314 NW 12TH ST, Miami, FL 33136

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

## Demographics

**Principal: Veronica Bello**

Start Date for this Principal: 8/13/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: I (%) 2017-18: I (%) 2016-17: A (66%) 2015-16: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

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## Frederick R. Douglass Elementary

314 NW 12TH ST, Miami, FL 33136

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

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	I	I	I	A

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### SIP Authority

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: School Information

### School Mission and Vision

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

Frederick Douglass Elementary is a community of educators that provide a safe haven where children emerge with the confidence and desire to be life long learners.

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

Frederick Douglass Elementary School's vision is to successfully build life-long learners who are responsible citizens of the global community. Frederick Douglass students, in collaboration with educators, parents, and the community, will develop motivated, self-reliant, creative, and ethical individuals who respect differences in others.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Bello, Veronica	Principal	As the school's principal, Ms. Bello provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Ms. Bello establishes high expectations for all students, and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS).
Thompson, Karen	School Counselor	As the guidance counselor, Ms. Thompson is an integral part of the MTSS team that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. She provides support to individuals and small groups of students.
Williams, Angel	Instructional Coach	As the math coach, Ms. Williams-Rumph provides direct instructional services related to improving and supporting classroom instruction. Ms. Williams-Rumph utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Louis, Emmanuela	Instructional Coach	As the Literacy coach, Ms. Louis provides direct instructional services related to improving and supporting classroom instruction. Ms. Louis utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Johnson, Lamar	Assistant Principal	As the assistant principal, Mr. Johnson works in collaboration with the principal in implementing the vision and mission for the school. He ensures fidelity of the MTSS monitoring by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.

## Demographic Information

### Principal start date

Thursday 8/13/2020, Veronica Bello

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Total number of teacher positions allocated to the school**

20



**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: I (%) 2017-18: I (%) 2016-17: A (66%) 2015-16: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems****Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	33	30	46	43	40	33	0	0	0	0	0	0	0	225
Attendance below 90 percent	17	14	15	15	9	10	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	1	12	2	0	1	0	0	0	0	0	0	0	17
Course failure in Math	1	2	0	7	0	5	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide ELA assessment	0	0	0	2	12	13	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	1	12	9	0	0	0	0	0	0	0	22

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	12	19	7	20	22	0	0	0	0	0	0	0	85

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	11	2	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Saturday 5/16/2020

**Prior Year - As Reported**

**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	
Number of students enrolled	43	51	59	47	38	48	0	0	0	0	0	0	0	286
Attendance below 90 percent	17	8	23	12	4	11	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	6	11	4	0	0	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	12	13	8	0	0	0	0	0	0	0	33

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	0	2	3	2	0	0	0	0	0	0	0	10

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Prior Year - Updated****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	
Number of students enrolled	43	51	59	47	38	48	0	0	0	0	0	0	0	286
Attendance below 90 percent	17	8	23	12	4	11	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	6	11	4	0	0	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	12	13	8	0	0	0	0	0	0	0	33

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	0	2	3	2	0	0	0	0	0	0	0	10

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis****School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	62%	57%	44%	57%	55%
ELA Learning Gains	0%	62%	58%	55%	61%	57%
ELA Lowest 25th Percentile	0%	58%	53%	79%	58%	52%
Math Achievement	0%	69%	63%	65%	66%	61%
Math Learning Gains	0%	66%	62%	84%	65%	61%
Math Lowest 25th Percentile	0%	55%	51%	69%	57%	51%
Science Achievement	0%	55%	53%	69%	52%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	28%	60%	-32%	58%	-30%
	2018	56%	61%	-5%	57%	-1%
Same Grade Comparison		-28%				
Cohort Comparison						
04	2019	24%	64%	-40%	58%	-34%
	2018	86%	60%	26%	56%	30%
Same Grade Comparison		-62%				
Cohort Comparison		-32%				
05	2019	40%	60%	-20%	56%	-16%
	2018	14%	59%	-45%	55%	-41%
Same Grade Comparison		26%				
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	67%	-22%	62%	-17%
	2018	53%	67%	-14%	62%	-9%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	39%	69%	-30%	64%	-25%
	2018	50%	68%	-18%	62%	-12%
Same Grade Comparison		-11%				
Cohort Comparison		-14%				
05	2019	40%	65%	-25%	60%	-20%
	2018	58%	66%	-8%	61%	-3%
Same Grade Comparison		-18%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	20%	53%	-33%	53%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	28%	56%	-28%	55%	-27%
Same Grade Comparison		-8%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	31	60		33							
ELL	45			64							
BLK	45	56	70	65	85		64				
HSP	42	53		63	80						
FRL	44	55	79	65	84	69	69				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

### Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component that showed the lowest performance on iReady AP2 in reading was our 4th grade and for Math was our 5th grade. The contributing factor that led to this reading data was in AP1 iReady diagnostic, 14% of students were two grade levels below (Tier 3) and for iReady AP2, there was no growth, 14% of those students remained two grade levels below. Students exhibiting no growth are students who are currently in the RTI process. This cohort of students began the year with deficiencies in phonological awareness, phonics and high frequency words. All students scored in the kindergarten/1st grade level. Sixty-six percent of 5th grade students began the year 2 or more grade levels below in numbers and operations. After receiving instruction for the 1st nine weeks of school students showed very little progress from AP1 diagnostic to AP2. A factor to the lack of progression for these students was a novice teacher, new to the District and the grade level.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the greatest decline from the prior year was the 1st grade reading AP2 iReady Diagnostic. The percentage of students that achieved proficiency was as follows: 40% (2018-2019) and 21% (2019- 2020) which shows a 19-point decrease. Students struggled in the areas of phonological awareness and phonics which hindered students' ability to decode and comprehend text effectively. Additional contributing factors to this decline was a lack of classroom management and 33% of students identified with documented behavior issues.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component that had the greatest gap when compared to the state average was Science. 2019 State Science data was 53% and Frederick Douglass Elem. Science data was 18%. This data can be attributed to these students having difficulty comprehending non-fiction text. Additionally, a factor contributing to this data was the novice teacher in 5th grade science and the lack of rigorous instruction and ability to effectively remediate of standards not mastered.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was third grade math. The math topic assessment data was six percentage points higher than other T1W/T2/T3 schools and ranked the same as the district. Actions that led to this area of improvement was moving the 5th grade math teacher into 3rd grade. The teacher was familiar with the standards and rigor required to instruct students. The teacher was provided coaching cycles on instructional delivery, classroom management, and DI implementation with two teacher led centers. Professional development was also provided in explicit instruction, student engagement, and utilizing data to drive instruction. The teacher also had established systems and routines that ensured all students were engaged at all times.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Based on the data from the EWS, attendance is an area of concern. 35% of students have 18+ absences. When students are habitually absent it is difficult to make connections and master the content. Another area of concern is the percentage (37%) of students with two or more EWS

indicators, such as FSA Level 1 and/or failing of reading/math. In most cases students with excessive absences are the same students that are two or more grade levels making it difficult to close the learning gap.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Student attendance is a priority because currently we have 50% of our students with 16+ absences.
2. Differentiated Instruction is a priority because we would like to be able to move a larger percentage of students from Tier 2 to Tier 1
3. Professional Development is a priority because we will have 42% of teachers will be new to our building. Providing PD on various instructional strategies will aid in effective teaching. Topics will be dependent upon data gathered from classroom walk-throughs, staff surveys, and instructional coaches recommendations.
4. Intervention is a priority because it provides additional support to help strengthen prerequisite skills not mastered.
5. Technology is a priority because the programs provide individualized instruction to students be it remediation or enrichment.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** The area of focus is differentiated instruction (DI). Differentiated instruction is the instructional practice that will be implemented based on current student data and designed to remediate skills not mastered in the whole group setting. If DI is implemented with fidelity and explicitly instructed using the appropriate resources aligned to standards, students will make notable progress. We chose this as an area of focus because our data indicates there was little to no movement from AP1 to AP2 with Tier 2 students in both reading and math. In Reading AP1 53% of students were Tier 2 and in AP2 52% of student remained in Tier 2. In Math AP1 65% of students were Tier 2 and in AP2 61% of student remained in Tier 2.

**Measurable Outcome:** If teachers utilize current data to formulate instructional groups for differentiated instruction, then students learning needs will be met by evidence of increased performance on bi-weekly and topic assessments thus yielding 50% or more of students moving from Tier 2 to Tier 1.

**Person responsible for monitoring outcome:** Veronica Bello (vbello@dadeschools.net)

**Evidence-based Strategy:** During common planning, current data is reviewed and students are homogeneously grouped by areas of weakness. Resources are then selected to correlate with the areas of weakness and explicit instruction as well as independent practice is provided. Ongoing progress monitoring of the standard being remediated is tracked to determine the effectiveness of instruction and mastery of skills.

**Rationale for Evidence-based Strategy:** If differentiated instruction is implemented with the appropriate resources, intention and fidelity then the percentage of students making adequate growth will increase.

**Action Steps to Implement**

Weekly common planning meetings will take place in which teachers, instructional coaches and administration analyze student data to determine grouping of students based on specific areas in need of reteaching.

**Person Responsible** Veronica Bello (vbello@dadeschools.net)

During weekly planning sessions once groups are formulated according to data, resources will be pulled that will address areas in need of improvement. Instructional strategies that will best facilitate effective delivery of instruction will also be determined.

**Person Responsible** Emmanuela Louis (etlouis@dadeschools.net)

Teachers will participate in professional development specifically targeting analyzing data, grouping, selecting appropriate resources and instructional delivery and engagement as it relates to conducting an effective Differentiated Instruction session with students.

**Person Responsible** Angel Williams (awilliams01@dadeschools.net)



Administrators and instructional coaches will monitor differentiated instruction sessions weekly during walk-throughs to ensure it is being implemented with fidelity. Progress monitoring data will be analyzed to determine the effectiveness of DI. Teachers and students will track student data.

**Person Responsible** Veronica Bello (vbello@dadeschools.net)

**#2. Other specifically relating to Data Driven Instruction**

<b>Area of Focus Description and Rationale:</b>	The area of focus is data driven instruction. This area of focus was chosen because using data to drive instruction ensures that the instruction being provided and resources utilized will meet the needs of the students being taught. Currently the data identified on the 2018-2019 FSA and 2019-2020 iReady AP1 and AP2 our students demonstrated a significant decline in Math proficiency compared to 2017-2018 FSA, from 53% to 46%. Based on the 2019-2020 iReady AP2 reading data shows 52% of our students are one grade level below as compared to AP1 reading data that indicated 51% were one grade level below. 2019-2020 iReady AP2 math data shows 61% of our students are one grade level below as compared to AP1 math data that indicated 65% were one grade level below. Focusing on data driven instruction is vital to ensuring we address the all needs of our students.
<b>Measurable Outcome:</b>	If we intentionally use our data to reflect on our instruction, we will be able to increase the effectiveness of our teachers. We will see at least a 10% increase in student proficiency in math and reading and 25% increase in overall learning gains and learning gains for the lowest 25% learning gains in both math and reading.
<b>Person responsible for monitoring outcome:</b>	Veronica Bello (vbello@dadeschools.net)
<b>Evidence-based Strategy:</b>	Initially, AP2 data will be utilized to create intervention groups and DI groups. Going forward, teachers will monitor bi-weekly/topic assessments and OPM's to make curriculum changes, select resources, formulate groups, and instructional delivery practices. Leadership team will conduct data chats with each teacher to make informed decisions about whether students are making progress or not and what shifts in instructional practices need to be made. Teachers will also have data chats with students so that students are aware of how they are progressing and the level of effort needed to be successful. Current data will be reviewed at each weekly planning session as well.
<b>Rationale for Evidence-based Strategy:</b>	If teachers consistently analyze and track data, they will be aware of students that are mastering standards or in need of remediation. Having knowledge of their learners will ensure that instruction planned will be aligned to the instructional levels of students and determine the level of rigor needed to master standards. A resource such as a school wide tracker is useful in identifying students that have not mastered standards or standards that may not have been taught effectively.

**Action Steps to Implement**

Teachers will review recent assessment data prior to collaborative planning and be prepared to analyze data and make informed decisions regarding resources to be utilized for both whole group and DI.

**Person Responsible** Veronica Bello (vbello@dadeschools.net)

Teachers will maintain an electronic tracking spreadsheet to be share with administration, instructional coaches and counselor so that all stakeholders are aware of the trending data. Additionally, students will track their individual data and classroom data will be posted in classrooms to provide a visual reference for students regarding their mastery as compared to the District and Tiered schools.

**Person Responsible** Lamar Johnson (lamarjohnson@dadeschools.net)

After analyzing data, teachers will assign additional iReady lessons based on the standards that have not been mastered as indicated by the data. This gives students another opportunity to be exposed to the standard in a different capacity and potentially be successful.

**Person Responsible** Veronica Bello (vbello@dadeschools.net)

**#3. Instructional Practice specifically relating to Instructional Coaching****Area of Focus Description and Rationale:**

The area of Instructional Coaching is an instructional resource that allows support to teachers in areas of instructional weakness according to the Framework for Effective Instruction (FEI). When classroom data is analyzed and observations are conducted with fidelity, coaching cycles can be utilized to improve instructional practices and students will make notable progress as a result of improved instructional practices.

We chose this area of focus because consistent data indicating inadequate movement in the lowest quartile and bubble students justifies the need for instructional support and coaching for teachers. Traditionally the school has experienced a high turn over rate of teachers that have been early career and new teachers to the profession yielding the need for content and pedagogical support.

**Measurable Outcome:**

If we consistently provide targeted instructional support during whole group instruction we will meet our overall proficiency goals of 38%+(Reading), 52%+ (Math) and 22%+ (Science). Consequently, we will be able to increase the movement of the lowest quartile and bubble students and the number of students working on grade level.

**Person responsible for monitoring outcome:**

Veronica Bello (vbello@dadeschools.net)

**Evidence-based Strategy:**

During weekly leadership team meetings, current data and classroom observations are reviewed and discussed to determine who needs an instructional coaching cycle based on identified areas of concern of the FEI.

Rational, coaching cycle goals and techniques, along with evidence of a successful coaching cycles are discussed and planned with specific time frames. A meeting with administration, instructional coach and teacher takes place to discuss rationale for the coaching cycle and the expectations of the coaching cycle.

**Rationale for Evidence-based Strategy:**

Meeting with the Leadership Team to discuss the rationale of the coaching cycles based on data and classroom observations then meeting with teacher and coach involved in coaching cycle allows for understanding of roles, coaching cycle goals and soliciting buy-in from the classroom teacher regarding areas in need of improvement. Resources that will be used for this strategy will be the Framework for Effective Instruction, classroom data (attendance, i-Ready, topic and bi-weekly assessments) and Teach Like A Champion (TLAC) book on techniques for instruction. If teachers actively participate in coaching cycles and consistently implement strategies demonstrated, this will lead to an increase in student achievement and teacher efficacy.

**Action Steps to Implement**

During leadership team meetings a specific instructional practice from FEI is selected for walkthroughs. After walkthroughs are conducted, administration and instructional coaches will identify classroom teachers in need of support through coaching cycles designed to correct deficiencies.

**Person Responsible**

Veronica Bello (vbello@dadeschools.net)

Leadership team will tier teachers as Tier 1-3 based on the will and skill spectrum. Frequency of support will be determined by the tier. Instructional coaches will support teachers during all components of the instructional block. The ultimate goal is for all teachers to effectively provide explicit instruction and checks for understanding on a consistent basis.

**Person Responsible**

Veronica Bello (vbello@dadeschools.net)

Teachers will work with Instructional Coaches weekly during collaborative planning to create lesson plans designed to meet the unique needs of the students. Coaches will utilize their expertise to identify levels of rigor within the standard and aligned resources to address the standard being taught and foster mastery.

**Person Responsible** Emmanuela Louis (etlouis@dadeschools.net)

Leadership team will provide teachers with a professional development survey so that teachers may indicate areas in which they would like to receive additional training. A professional development calendar will be developed to accommodate survey responses.

**Person Responsible** Lamar Johnson (lamarjohnson@dadeschools.net)

The leadership team will implement a school-wide tracking system to progress monitor iReady, topic assessment scores, and intervention. Staff will conduct data chats with students utilizing student friendly rubrics.

**Person Responsible** Veronica Bello (vbello@dadeschools.net)

The transformational coaches will facilitate product reviews during collaborative planning sessions so that teachers can analyze current data, discuss content covered, and identify the appropriate resources to differentiate instruction.

**Person Responsible** Veronica Bello (vbello@dadeschools.net)

The leadership team will review i-Ready usage reports on a weekly basis and provide feedback to teachers as needed. Administration will conduct data chats with transformational coaches and teachers after i-Ready Diagnostic and topic assessments.

**Person Responsible** Veronica Bello (vbello@dadeschools.net)

Administration will conduct weekly walkthroughs to ensure instruction is standards-based, on pace, engaging, and data-driven.

**Person Responsible** Veronica Bello (vbello@dadeschools.net)

**#4. Culture & Environment specifically relating to Student Attendance****Area of Focus  
Description and  
Rationale:**

Student attendance is directly tied to academic success. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. According to the DataCom dashboard, the 2019-2020 school attendance data revealed that the 48% of the students had 16 or more absences in comparison to 36% in the 2018-2019 school year. This datapoint is impactful because when students are chronically absent, they miss out on critical instruction which ultimately hinders their ability to make adequate academic progress. Improved student attendance is indicative of engaging classroom instruction and that students enjoy coming to school daily.

**Measurable Outcome:**

If we implement a school-wide attendance action plan, we will be able to increase student attendance at Frederick Douglass Elementary to see a 10% reduction in the percentage of students with 16 or more days absent.

**Person responsible for monitoring outcome:**

Veronica Bello (vbello@dadeschools.net)

**Evidence-based Strategy:**

The school will use a multi-tiered school attendance action plan to increase attendance for all students and reduce the number of students identified as chronically absent. The action plan will be implemented and monitored by the school's Attendance Review Committee in efforts to provide interventions and support to students with significant absences.

**Rationale for Evidence-based Strategy:**

The school-wide attendance action plan incorporates an Attendance Review Committee, a parental/community engagement component, promotion of attendance in school, and motivation for improvements in behavior (student/family incentives). The goal of the attendance action plan is to instill a positive social climate in which attendance expectations are directly taught to the students, consistently acknowledged, and actively monitored.

**Action Steps to Implement**

The school's Leadership Team will utilize the Attendance Review Committee to monitor attendance and implement the school-wide Attendance Action Plan. Administration will meet monthly with the School Attendance Review Committee to ensure that attendance is accurately reported, review student data and make adjustments to the plan as needed.

**Person Responsible**

Lamar Johnson (lamarjohnson@dadeschools.net)

Administration will utilize community partners to provide attendance incentives for students and staff. Administration will implement a school-wide monthly attendance incentive to reward the homeroom class with the best attendance for the month. Homeroom teachers will submit the monthly attendance tracker to the iAttend Interventionist on a monthly basis. The winning class will be rewarded with an incentive.

**Person Responsible**

Veronica Bello (vbello@dadeschools.net)

The school's Attendance Review Committee will contact the parents of students who are tardy/absent on a daily basis. Truancy meetings will be scheduled for students who have excessive tardies and absences, as needed.

**Person Responsible**

Veronica Bello (vbello@dadeschools.net)

## Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The school's leadership team will have a high focus on ensuring our intervention implementation is effective. We will ensure all staff members have a clear understanding of the purpose of intervention and that if effectively conducted with intention and fidelity the positive results it will yield. The leadership team will ensure all staff are properly trained to utilize the on the selected resources as well as the tracking tool to track student progress and make adjustments quickly. Additionally, the leadership team will ensure that teachers are also well versed in the technology programs being implemented so that it's use is a complement to the teacher/student instruction being given as well as knowing when to make adjustments based on student data. Teachers will also be taught how to properly schedule students to take advantage of the technology provided.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Frederick Douglass Elementary School is a community of educators that provide a safe haven where children emerge with the confidence and desire to be life long learners who are responsible citizens of the global community. In collaboration with educators, parents, and the community, we develop motivated, self-reliant, creative, and ethical individuals who respect differences in others. All students' academic needs are met by ensuring that they are exposed to grade level instruction and resources, that meets their instructional needs to bridge their achievement gaps. Students' social needs are met by first identifying Early Warning Signals and providing them with support through the school counselor, mental health coordinator and attendance intervention. A sense of culture is built by fostering positive relationships with all stakeholders. We have several initiatives, such as our school pledge, Values Matter core values and Quavers SEL social emotional program designed to instill values and promote positive social expectations. All faculty members play an essential role ensuring our students' academic success through our school-wide check in system, which allows various faculty and staff to play an active role in student learning, social and emotional growth. All stakeholders are invited to contribute to the school's improvement process as well as encouraged to attend EESAC, school-wide events and parent workshops. The assistance attendance interventionist would greatly assist us in sharing the importance of regular school attendance with both students and parents. Additionally the attendance interventionist would be able to provide connections to outside agencies that may eliminate barriers that are contributing to absenteeism.

### Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$85,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1361 - Frederick R. Douglass Elem.	UniSIG	1.32	\$70,720.00
			Notes: Classroom Hourly Teachers and Hourly Interventionists for supplemental instructional support that will include various delivery models to improve learning gains through small group instruction during extended learning opportunities before, during, or after the school day, tutorial sessions during Saturday Academy and/or during Spring Recess Camps. 2 hourly interventionists for 35 weeks and 4 hourly teachers during Saturday School for 30 weeks for extended learning opportunities to increase student achievement.			
	5100	210-Retirement	1361 - Frederick R. Douglass Elem.	UniSIG	0.0	\$7,765.00
			Notes: Retirement for Classroom Hourly Teachers and Hourly Interventionists			
	5100	220-Social Security	1361 - Frederick R. Douglass Elem.	UniSIG	0.0	\$5,410.00
			Notes: Social Security for Classroom Hourly Teachers and Hourly Interventionists			
	5100	240-Workers Compensation	1361 - Frederick R. Douglass Elem.	UniSIG	0.0	\$1,655.00
			Notes: Workers Compensation for Classroom Hourly Teachers and Hourly Interventionists			
2	III.A.	Areas of Focus: Other: Data Driven Instruction				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	644-Computer Hardware Non-Capitalized	1361 - Frederick R. Douglass Elem.	UniSIG	0.0	\$18,000.00
			Notes: Non-Capitalized Computer Hardware for additional support for students. 30 desktop computers to improve small group and differentiated instruction, enhance and supplement the development of conceptual meaning and technology based interventions centered on students' needs and further differentiated instruction for individual student learning within the student block.			
3	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
Total:						\$103,550.00