Miami-Dade County Public Schools

Frederick R. Douglass Elementary

2021-22 Schoolwide Improvement Plan

Table of Contents

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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: I (%) 2017-18: I (%) 2016-17: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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.

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.

Table of Contents

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		I	I	I

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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	Position Title	Job Duties and Responsibilities
Bello, Veronica	Principal	As the school's principal, Ms. Bello provides a mission and shapes a vision of 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 the Multi-Tiered System of Supports (MTSS).
Miller , Melissa	Assistant Principal	Under the direction of the principal, serves as an educational leader and assist the principal in the planning, coordination, and directing of activities and programs related to the administration of the school.
Walker , Rashauna	Instructional Coach	
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.

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.*

8

Total number of teacher positions allocated to the school

11

Total number of students enrolled at the school

191

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	24	30	30	35	36	29	0	0	0	0	0	0	0	184
Attendance below 90 percent	10	9	11	12	10	12	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	12	4	9	0	0	0	0	0	0	0	28
Course failure in Math	0	1	6	11	15	15	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	7	22	26	22	15	0	0	0	0	0	0	0	92

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	0	0	7	13	9	15	0	0	0	0	0	0	0	44

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	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	3	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - 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	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	

2020-21 - 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	24	30	30	35	36	29	0	0	0	0	0	0	0	184
Attendance below 90 percent	10	9	11	12	10	12	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	12	4	9	0	0	0	0	0	0	0	28
Course failure in Math	0	1	6	11	15	15	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6

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	0	0	7	13	9	15	0	0	0	0	0	0	0	44

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	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	3	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					62%	57%		62%	56%
ELA Learning Gains					62%	58%		62%	55%
ELA Lowest 25th Percentile					58%	53%		59%	48%
Math Achievement					69%	63%		69%	62%
Math Learning Gains					66%	62%		64%	59%
Math Lowest 25th Percentile					55%	51%		55%	47%
Science Achievement					55%	53%		58%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	28%	60%	-32%	58%	-30%
Cohort Comparison						
04	2021					
	2019	24%	64%	-40%	58%	-34%
Cohort Comparison		-28%				
05	2021					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-24%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	67%	-22%	62%	-17%
Cohort Comparison						
04	2021					
	2019	39%	69%	-30%	64%	-25%
Cohort Comparison		-45%				
05	2021					
	2019	40%	65%	-25%	60%	-20%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	20%	53%	-33%	53%	-33%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The values displayed is the percent of students proficient based on iReady diagnostic results (Grades KG-5) and Midyear assessments for Grade 5 science. Grades KG-5 used the iReady AP1 for Fall, AP2 for winter, and AP3 for Spring.

Grade 1			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.1	11.5	22.2
	Economically Disadvantaged	11.5	12.0	23.1
	Students With Disabilities			16.7
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.5	11.5	29.6
	Economically Disadvantaged	19.2	12.0	30.8
	Students With Disabilities		33.3	
	English Language Learners			

Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	8.6	20.6	23.5
	Economically Disadvantaged	8.6	20.6	23.5
	Students With Disabilities		40.0	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.4	18.2	29.4
	Economically Disadvantaged	11.4	18.2	29.4
	Students With Disabilities		20.0	20.0
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.5	33.3	42.9
	Economically Disadvantaged	26.5	33.3	42.9
	Students With Disabilities		14.3	28.6
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5.7	21.9	23.5
	Economically Disadvantaged	5.7	21.9	23.5
	Students With Disabilities			14.3
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16.7	16.7	20.0
	Economically Disadvantaged	13.8	13.8	17.2
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.3	14.3	33.3
	Economically Disadvantaged	10.3	11.1	31.0
	Students With Disabilities	14.3		
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.1	23.5	22.6
	Economically Disadvantaged	9.1	23.5	22.6
	Students With Disabilities		33.3	16.7
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8.8	15.6	29.4
	Economically Disadvantaged	8.8	15.6	29.4
	Students With Disabilities	16.7		33.3
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			0
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD											
ELL	50			31							
BLK	15	17		10	8		4				
HSP	38	40		25	40						
FRL	20	24		13	18		9				
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	131
Total Components for the Federal Index	6
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	11
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	22
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

-According to the 2021 FSA data, the subject with the most significant decrease is math proficiency and learning gains. The emerging trend from the FSA Spring Reading and Mathematics data is regression. Results indicate that the most significant decrease occurred in Learning Gains sub category for Reading and Math when compared to the 2017 FSA data from the Power BI dashboard. ELA learning gains showed a decrease of 31 percentage points. Math Learning gains showed a decrease of 66 percentage points. The data also indicates a 10% decrease in the ESE subgroup in ELA Proficiency and a 11% decrease in the ESES subgroup in Math Proficiency. According to the 2021 FSA data, there has been a decline in science proficiency.

-According to the 2020-2021 end of year screening and progress monitoring data AP3 kindergarten

through second grade data, it indicates that 42% of our students are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and state assessments, it is evident that proficiency and learning gains in all core areas across grade levels need to be the focus. There is also a critical need for learning gains in the L25% subgroup.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors that led to the need for improvement in Reading was inconsistent Coaching Cycles due to multiple teachers being out for various reasons throughout the school year. Frederick Douglass is also a school with a high transient student population. The new actions or revised actions that would need to take place to improve outcomes is a focus on data-driven differentiated instruction and effective planning with an emphasis on Coaching Cycles based on teacher needs and areas for improvement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on iReady AP3 diagnostic assessment, third grade reading showed the most improvement. The Tier 1 data indicated a proficiency score of 39 percentage points and the tier 3 data decreased from 22 percentage points when compared from AP1 to AP3.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors were effective reading interventions , effective remediation strategies, and administration monitoring OPM data on a bi-weekly basis.

What strategies will need to be implemented in order to accelerate learning?

Strategies that will need to be implemented to accelerate learning are as follows: Provide teachers will Professional Development based on needs, school-wide ongoing progress monitoring, conduct monthly administration/ teacher data chats, and make data-driven decisions during collaborative planning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Professional Development opportunities that will be provided at the school to support teachers and leaders are as follows: Effective Planning, Reading Strategies such as Reciprocal Teaching, and Differentiated Instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure sustainability of improvement in the school year and beyond are: Tutoring; After-school enrichment programs, Tier II and Tier III Intervention; and Saturday, Winter and Spring Academy.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We selected Differentiation based on the findings that demonstrated limited learning gains for the L25 for the subgroup were decreasing. We must meet the needs of all learners at their instructional levels. Therefore, it is evident that we must differentiate instruction using data to best serve our students.
Measurable Outcome:	If teachers utilize current data to formulate instructional groups for differentiated instruction, the students learning needs will be met by evidence of increased performance on bi-weekly and topic assessments thus yielding 50% or more students moving from Tier 2 to Tier 1.
Monitoring:	Administration and instructional coaches will monitor using the Differentiated Instruction schedule during walkthroughs to ensure that the differentiated instruction is taking place with fidelity. Data Analysis of formative assessments of the L25 students will be reviewed monthly to monitor progress. This data will also be discussed and analyzed during L25 mentor meetings to ensure students are meeting their goals. This will also be evidenced through observations, data chats, lesson plans, collaborative planning, and student product reviews.
Person responsible for monitoring outcome:	Veronica Bello (vbello@dadeschools.net)
Evidence-based Strategy:	Within the targeted area of Differentiated Instruction, our school will focus on current data and group students homogenously by areas of deficiencies. Aligned resources are then selected to correlate with the areas of deficiency, explicit instruction, and independent practice. Ongoing progress monitoring of the standard to be remediated is tracked to determine the effectiveness of instruction and mastery of the skill.
Rationale for Evidence-based Strategy:	If differentiated instruction is implemented with fidelity, appropriate resources, and strategically then, the percentage of students making adequate progress will increase.

Action Steps to Implement

Weekly collaborative planning meetings will occur in which teachers, instructional coaches, and administration will analyze student data to determine the grouping of students based on specific areas in need of remediation and reteaching.

Person Responsible Melissa Miller (293860@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)

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 data utilizing an OPM DI tracker.

Person Responsible Veronica Bello (vbello@dadeschools.net)

The Leadership Team will create systems and routines that will be implemented school-wide for differentiated instruction. The students in the lowest quartile will be identified for easy identification. In addition, teachers will utilize the RACE, CUBE, and B.U.S. strategy when providing instruction.

Person Responsible Veronica Bello (vbello@dadeschools.net)

Administration will attend collaborative planning meetings and be active participants when planning for differentiated instruction. They will also utilize a checklist to provide feedback measuring the effectiveness of the instruction.

Person Responsible Melissa Miller (293860@dadeschools.net)

Teachers will bring sample products such as their differentiated folders to collaborative planning and the instructional coaches and teachers will conduct a product review utilizing a rubric to determine effectiveness and whether or not the students mastered the standards. That will also determine if the instruction and strategies were effective.

Person Responsible Emmanuela Louis (etlouis@dadeschools.net)

11/1-12/21- Teachers will utilize the results from the Topic and Progress Monitoring Assessments to target the lowest standards that need to be addressed at the Teacher Led Center for remediation and test-taking strategies.

Person Responsible Rashauna Walker (rashauna.walker@dadeschools.net)

11/1-12/21-Teachers will incorporate test-taking strategies during differentiated instruction at the teacher led center.

Person Responsible Emmanuela Louis (etlouis@dadeschools.net)

1/31-4/29-Teachers will hold bi-weekly student data chats to measure academic progress.

Person Responsible Melissa Miller (293860@dadeschools.net)

1/31-4/29-Teachers and the Instructional Coaches will utilize Topic Assessments and Progress Monitoring Assessments data to create D.I. packets.

Person Responsible Melissa Miller (293860@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	The area of focus is Collaborative Planning. This area was identified because effective collaborative planning ensures that teachers are utilizing data, standards-based learning, aligned resources, and the framework for effective instruction. Based on the 2020-2021 iReady AP3 reading data, it indicates that 40% of our students are reading one grade level below as compared to AP1 reading data that indicates 43% were one grade level below. 2020-2021 iReady AP3 math data shows that 47% of our students are one grade level below as compared to AP1 data which indicates 53% were one grade level below.
Measurable Outcome:	If we successfully implement collaborative planning, then our students will increase a minimum of 20% in overall learning gains and learning gains for the Lowest 25% in both reading and math.
Monitoring:	Collaborative Planning will be monitored through administrative classroom walkthroughs to ensure effective instruction is evident. Administration will also review lesson plans to ensure that instruction is standards-based and aligned to the instructional needs of all learners.
Person responsible for monitoring outcome:	Veronica Bello (pr1361@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Collaborative Planning, our school will focus on the evidence based strategy of: Establishing and implementing instructional frameworks and a planning protocol that promotes achievement for all learners during the instructional block. This tool will include an Opening routine, whole group instruction, small group instruction and independent practice.
Rationale for Evidence-based Strategy:	Establishing and implementing the instructional framework will ensure that teachers present lessons clearly and skillfully using explicit instruction. The framework will also ensure that teachers plan effectively for content mastery and pacing.

Action Steps to Implement

Create a school-wide collaborative planning schedule and develop a collaborative planning framework that addresses whole and small group.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

Instructional coaches and teachers will unwrap standards to allow teachers to develop appropriate lessons targeting the grade level.

Person Responsible	Rashauna Walker (rashauna.walker@dadeschools.net)

Provide teachers professional development for the Florida Standards and the framework for effective instruction with a focus on instructional planning.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

Teachers will bring end products and exit slips to collaborative planning to conduct product reviews using a rubric to utilize the data for inform instruction.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

Coaches will model a Reciprocal Teaching strategy during collaborative planning so that teachers can turnkey in the classrooms during differentiated instruction.

Person Responsible Emmanuela Louis (etlouis@dadeschools.net)

Instructional Coaches will participate in collaborative planning with administration prior to planning with the classroom teachers to review data, standards, and strategies . Administration will provide feedback based on data obtained from checklists.

Person Responsible Veronica Bello (vbello@dadeschools.net)

11/1-12/21- The coaches will facilitate a professional development on collaborative strategies with a focus on the "they-do" portion from the Gradual Release Model of Responsibility.

Person Responsible Emmanuela Louis (etlouis@dadeschools.net)

11/1-12/21- The transformation coaches will plan and work with the teachers to utilize a collaborative strategy for the "they-do" portion of their lessons.

Person Responsible Emmanuela Louis (etlouis@dadeschools.net)

1/31-4/29-Coaches will provide explicit instruction to teachers on how to pre-plan and prepare for collaborative planning.

Person Responsible Veronica Bello (vbello@dadeschools.net)

1/31-4/29-Instructional Coaches and Teachers will model "how" the lesson will be delivered during the "I/ Do" component.

Person Responsible Melissa Miller (293860@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Student attendance is directly correlated to academic achievement. Based on the data review, our school will implement the Targeted Element of Student Attendance. Student attendance continues to be an area of concern. According to the 2020-2021 attendance data, it indicates that there were 45% of the students had 16 or more absences. This is impactful because when students are chronically absent, they miss out on critical instruction which hinders academic success. We recognize the critical need to implement more attendance initiatives and focus on preventive measure for truancy issues.
Measurable Outcome:	If we implement a school-wide attendance action plan, we will be able to increase student attendance to see a 10% reduction in the percentage points of students with 16 or more absences.
Monitoring:	The Lions Attendance Review Committee will work to connect with families who struggle with attendance and truancy issues to identify the root causes for absences and create an action plan to ensure that students are present daily. The Attendance Review Committee will provide incentives to encourage attendance efforts. Student Services will collaborate with the Attendance Review Committee and teachers to identify individuals and classes with perfect attendance. Parents and/or guardians will be contacted and home visits will be made for truant families.
Person responsible for monitoring outcome:	Veronica Bello (vbello@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, 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 plan consists of an Attendance Review Committee, a parental/community engagement component, promotion of attendance in school, and incentives for improved attendance. 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's Attendance Review Committee to ensure that attendance is accurately reported, and review student data to make adjustments as needed.

Person Responsible	Melissa Miller (293860@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 homeroom classes with the highest attendance for the month.

Person Responsible	Veronica Bello (vbello@dadeschools.net)

1. The Attendance Review Committee will contact the parents of students who have 3 or more unexcused absences. 2. A referral will be submitted to the counselor for students with 3 or more unexcused absence.

Person Responsible   Melissa Miller (293860@dadeschools.net)

Seek out community partnerships to provide assistance with providing incentives to the school so that students with perfect attendance can be rewarded.

Person Responsible   Veronica Bello (vbello@dadeschools.net)

11/1-12/21-The ARC will create a shared chart to identify the daily calls made to the parents of absent students.

Person Responsible   Melissa Miller (293860@dadeschools.net)

11/1-12/21-All students with perfect attendance for the grading period will receive a pizza or ice cream party.

Person Responsible   Melissa Miller (293860@dadeschools.net)

1/31-4/29-The ARC will schedule home visits and wellness checks for students who have 10+ absences.

Person Responsible   Veronica Bello (vbello@dadeschools.net)

1/31-4/29-The ARC will complete the iAttend Intensive Initiative.

Person Responsible   Melissa Miller (293860@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Managing Accountability Systems. Managing Accountability Systems is a critical need because it is essential that we disaggregate data and monitor systems to make data-driven instructional decisions that will lead to an increase in student achievement.
Measurable Outcome:	If we successfully implement managing accountability systems, then 70% of our teachers will implement systems for reviewing and analyzing instructional effectiveness as evidenced by classroom walkthroughs and observations.
Monitoring:	The Leadership Team will conduct data chats, implement student product reviews, monitor attendance and disciplinary referrals to ensure that monitoring systems are implemented with fidelity.
Person responsible for monitoring outcome:	Veronica Bello (vbello@dadeschools.net)
Evidence-based Strategy:	Managing Data Systems and Processes involves creating and implementing systems and procedures, setting high expectations, and the ongoing progress monitoring to evaluate the effectiveness of instruction to mitigate learning loss and increase student achievement. Some strategies to improve Managing Data Systems and Processes include meeting with the team to review assessment data, student products, analyze data, and creating next steps.
Rationale for Evidence-based Strategy:	Managing Data Systems and Processes involve monitoring all relevant data sources to ensure administration and teachers are utilizing relevant, current, and aligned data to implement school-wide initiatives that focus on individual learning needs.

Action Steps to Implement

Create a shared e-folder where all stakeholders can input, track, and monitor students progress.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

Hold quarterly administrative data chats with teachers and instructional coaches to review systems and evaluate student progress.

Person Responsible	Melissa Miller (293860@dadeschools.net)

Conduct regular walkthroughs to ensure monitoring systems are being implemented with fidelity.

Person Responsible	Melissa Miller (293860@dadeschools.net)

Administration will track grade-level standards-based OPM assessment data and provide feedback to the Leadership Team for next steps.

Person Responsible	Veronica Bello (vbello@dadeschools.net)

11/1-12/21-The Leadership Team will implement a school-wide iReady 100s club incentive to promote passing rates of 100% on their weekly lessons.

Person Responsible Veronica Bello (vbello@dadeschools.net)

11/1-12/21-The Leadership Team will implement a rubric for the L25 students to track their extended learning opportunities attendance and iReady usage.

Person Responsible Melissa Miller (293860@dadeschools.net)

1/31-4/29-Administration will conduct iReady AP2 data chats to regroup and make data-driven decisions.

Person Responsible Melissa Miller (293860@dadeschools.net)

1/31-4/29-The Leadership Team will create a L25% and Top 30% mentorship club to track weekly goal progress.

Person Responsible Veronica Bello (vbello@dadeschools.net)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 21% proficiency in ELA for grades 3-5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 21% proficiency to the 2019 FSA ELA proficiency of 31% indicating the decrease of 10 percentage points. We will strategically develop, explicitly teach, and monitor higher-order thinking questions.
Measurable Outcome:	If we successfully develop, teach and monitor the usage of higher-order thinking questions effectively, then our ELA Proficient students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	Administration and Transformation Coaches will monitor the utilization of higher-order thinking questions in collaborative planning to ensure they are strategically developed and utilized with fidelity. The Leadership team will participate in weekly student product review during our Leadership Team meetings, following up with targeted walk-throughs that monitor the usage of FSA type higher-order thinking questions. Data analysis of bi-weekly progress monitoring assessments will be utilized to track progress and determine the effectiveness of developing and implementing higher-order thinking questions.
Person responsible for monitoring outcome:	Melissa Miller (293860@dadeschools.net)
Evidence-based Strategy:	Within the targeted area of ELA, our school will focus on the evidence-based strategy of: Higher-order Thinking Questioning techniques. The utilization of higher-order thinking questioning techniques allows students to be exposed to FSA type response mechanisms and provides opportunities to grapple with complex text.
Rationale for Evidence-based Strategy:	The utilization of higher-order thinking questions will ensure teachers are allowing opportunities for exposure to FSA type response mechanisms and higher complexity questions. Consistent practice and monitoring of the utilization of higher-order thinking questions will guide shifts and enhancements in student performance.

Action Steps to Implement

Teachers will participate in weekly collaborative planning, with a focus on backwards planning and analyzing item specs and FSA response mechanisms from the progress monitoring assessments.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

Teachers and the Transformation Coach will develop higher-order thinking questions that are aligned to FSA style question stems such as Hot Text, Multi-Select, Multiple Choice, and Editing Response questions.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

Product reviews and progress monitoring bi-weekly assessments will be monitored to ensure that the various question types are being implemented with fidelity and assessing the impact of student mastery.

Person Responsible	Melissa Miller (293860@dadeschools.net)

Data analysis of progress monitoring assessments will be conducted bi-weekly to assess the impact of the higher-order question implementation.

Person Responsible	Veronica Bello (vbello@dadeschools.net)

11/1-12/21- The Leadership Team will team will conduct product reviews focusing on specific subgroups such as L25, on the verge, and proficient students to identify standards to be remediated.

Person Responsible	Melissa Miller (293860@dadeschools.net)

11/1-12/21- The Leadership team will implement school-wide incentives to promote iReady.

Person Responsible	Veronica Bello (vbello@dadeschools.net)

1/31-4/29-The Instructional Coach and teacher will work together to identify visuals for the teacher to utilize during the "I/Do" portion.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

1/31-4/29-The Coach and Teacher will develop a framework to incorporate targeted vocabulary lessons during the reading block.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

During the 2019-2020 school year, Frederick Douglass Elementary school reported 1.3 incidents per 100 students. This rate is greater than the Statewide elementary school rate of 1.0 incidents per 100 students. Frederick Douglass Elementary School ranked #1,117 out of 1,395 elementary schools statewide. A PBS committee will be created to develop a schoolwide positive behavior support plan to promote positive student behaviors and reduce student misbehaviors. Furthermore, staff will be trained on the MTSS/RTI process for identifying and referring students for support services.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00