



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Frederick R. Douglass Elementary

314 NW 12TH ST

Miami, FL 33136

305-371-4687

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

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 97% |
| Alternative/ESE Center No | Charter School No | Minority Rate 99% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 D | 2012-13 F | 2011-12 D | 2010-11 C |
|---------------------|---------------------|---------------------|---------------------|

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|--------------|--------|--------------|
| Focus Year 1 | 5 | Gayle Sitter |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No | No | No | No |

Current School Status

School Information

School-Level Information

School

Frederick R. Douglass Elem.

Principal

Yolanda Ellis L

School Advisory Council chair

Tracie Faigenblat

Names and position titles of the School-Based Leadership Team (SBLT)

| Name | Title |
|-------------------------|------------------------------|
| Terracish Boynton | Assistant Principal |
| Alexandra Alexander | Math Coach |
| Monica Evans | Reading Coach (Intermediate) |
| Satarria Level-Vangates | Reading Coach (Primary) |
| Tracie Faigenblat | Science Coach |
| Willie Bankston | PBS Coach |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Yolanda Ellis, Principal, Tracie Faigenblat, SAC Chair, Dr. Nixon, UTD Stewart

Involvement of the SAC in the development of the SIP

The SAC will review and vote on the School Improvement Plan

Activities of the SAC for the upcoming school year

The SAC committee will approve the SIP, SAC distribute Student Improvement funds as necessary, discuss student awards, discipline issues, academics, title one funds and parent involvement funds.

Projected use of school improvement funds, including the amount allocated to each project

Student Incentives for academic achievement and positive behavior

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Yolanda Ellis L

Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

Elem. Ed., Primary Ed., Ed. Leadership

Performance Record

2013 – School Grade – F
 Rdg. Proficiency, 18%
 Math Proficiency, 30%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 42 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% 49 points
 Rdg. AMO –
 Math AMO–
 2012 – School Grade – B
 Rdg. Proficiency, 39%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 57 points
 Math Imp. of Lowest 25% - 73 points
 Rdg. AMO –
 Math AMO–
 '11 '10 '09
 School Grade C C C
 AYP N N N
 High Standards Rdg 45 46 42
 High Standards Math 69 67 70
 Lrng Gains-Rdg. 56 54 58
 Lrng Gains-Math 56 53 82
 Gains-Rdg-25% 54 61 59
 Gains-Math-25% 56 64 90

Terracish Boynton

Asst Principal

Years as Administrator: 0

Years at Current School: 1

Credentials

Behavior Science, B.S.
 Educational Leadership, M.S, Exceptional Student Ed. And Ed.
 Leadership certified. ESOL endorsed

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 27%
 Math Proficiency, 31%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 78 points
 Math Imp. of Lowest 25% - 89 points
 Rdg. AMO –
 Math AMO–
 2012 – School Grade – F
 Rdg. Proficiency, 25%
 Math Proficiency, 22%
 Rdg. Lrg. Gains, 55 points
 Math Lrg. Gains, 47 points
 Rdg. Imp. of Lowest 25% - 56 points
 Math Imp. of Lowest 25% - 55 points
 Rdg. AMO –
 Math AMO–
 '11 '10 '09
 School Grade C D A
 AYP N N N
 High Standards Rdg 36 35 80
 High Standards Math 65 64 76
 Lrng Gains-Rdg. 42 44 67
 Lrng Gains-Math 71 69 72
 Gains-Rdg-25% 42 41 67
 Gains-Math-25% 61 61 62

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Monica Evans

Full-time / School-based Years as Coach: 6 Years at Current School: 1

Areas Reading/Literacy

Credentials

Degrees
 Bachelors in Arts- Elementary Education
 Masters in Science-Mentally Handicap
 Exceptional Education
 Specialist – Educational Leadership
 Candidate for Administrative Leadership
 Certification
 ESOL Endorsement
 Reading Endorsement

Performance Record

2013 – School Grade – F
 Rdg. Proficiency, 18%
 Math Proficiency, 30%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 42 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 49 points
 Rdg. AMO –
 Math AMO–
 2012 – School Grade – F
 Rdg. Proficiency, 31%
 Math Proficiency, 29%
 Rdg. Lrg. Gains, 60 points
 Math Lrg. Gains, 49 points
 Rdg. Imp. of Lowest 25% - 64 points
 Math Imp. of Lowest 25% - 56 points
 Rdg. AMO –
 Math AMO–
 '11 '10 '09
 School Grade A A B
 AYP N N Y
 High Standards Rdg 90 92 95
 High Standards Math 89 92 80
 Lrng Gains-Rdg. 64 74 70
 Lrng Gains-Math 52 68 43
 Gains-Rdg-25% 57 71 80
 Gains-Math-25% 67 60 48

Tracie Faigenblat

Full-time / School-based Years as Coach: 2 Years at Current School: 1

Areas Science

Credentials Bachelors in Science Elementary Education
 Masters in Science
 Certificate: Elementary Education K-6

Performance Record 2013 – School Grade – F
 Rdg. Proficiency, 18%
 Math Proficiency, 30%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 42 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 49 points
 Rdg. AMO –
 Math AMO–
 2012 – School Grade – F
 Rdg. Proficiency, 51%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 51 points
 Math Lrg. Gains, 46 points
 Rdg. Imp. of Lowest 25% - 27 points
 Math Imp. of Lowest 25% - 42 points
 Rdg. AMO –
 Math AMO–
 '11 '10 '09
 School Grade F D C
 AYP N N N
 High Standards Rdg 45 51 48
 High Standards Math 45 52 59
 Lrng Gains-Rdg. 48 64 53
 Lrng Gains-Math 52 42 62
 Gains-Rdg-25% 34 71 60
 Gains-Math-25% 49 55 73

Satarria Level-Vangates

Full-time / School-based Years as Coach: 2 Years at Current School: 1

Areas Reading/Literacy

Credentials Bachelors in Arts - Criminal Justice Masters in Science-
Exceptional Student Education

Certificate: Elementary Education K-6
Endorsement:
ESOL Endorsement

Performance Record

2013 – School Grade – F
Rdg. Proficiency, 18%
Math Proficiency, 30%
Rdg. Lrg. Gains, 62 points
Math Lrg. Gains, 42 points
Rdg. Imp. of Lowest 25% - 75 points
Math Imp. of Lowest 25% - 49 points
Rdg. AMO –
Math AMO–

2012 – School Grade – F
Rdg. Proficiency, 31%
Math Proficiency, 29%
Rdg. Lrg. Gains, 60 points
Math Lrg. Gains, 49 points
Rdg. Imp. of Lowest 25% - 64 points
Math Imp. of Lowest 25% - 56 points
Rdg. AMO –
Math AMO–

'11 '10 '09
School Grade F F D
AYP N N N
High Standards Rdg 51 45 51
High Standards Math 53 45 52
Lrng Gains-Rdg. 51 48 64
Lrng Gains-Math 46 52 42
Gains-Rdg-25% 27 34 71
Gains-Math-25% 42 49 55

Alexandra Alexandre

Full-time / School-based

Years as Coach: 0

Years at Current School: 2

Areas

Mathematics

Credentials

Bachelors in International Affairs
 Certificate: Elementary Education K-6

Performance Record

2013 – School Grade – F
 Rdg. Proficiency, 18%
 Math Proficiency, 30%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 42 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 49 points
 Rdg. AMO –
 Math AMO–
 2012 – School Grade – F
 Rdg. Proficiency, 31%
 Math Proficiency, 29%
 Rdg. Lrg. Gains, 60 points
 Math Lrg. Gains, 49 points
 Rdg. Imp. of Lowest 25% - 64 points
 Math Imp. of Lowest 25% - 56 points
 Rdg. AMO –
 Math AMO–
 '11 '10 '09
 School Grade A A B
 AYP N N Y
 High Standards Rdg 90 92 95
 High Standards Math 89 92 80
 Lrng Gains-Rdg. 64 74 70
 Lrng Gains-Math 52 68 43
 Gains-Rdg-25% 57 71 80
 Gains-Math-25% 67 60 48

Classroom Teachers

of classroom teachers

22

receiving effective rating or higher

0%

Highly Qualified Teachers

41%

certified in-field

20, 91%

ESOL endorsed

8, 36%

reading endorsed

2, 9%

with advanced degrees

22, 100%

National Board Certified

0, 0%

first-year teachers

3, 14%

with 1-5 years of experience

8, 36%

with 6-14 years of experience

5, 23%

with 15 or more years of experience

5, 23%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Provide job embedded professional development during faculty meetings, common planning and on teacher workdays.
2. Site mentoring partnerships with veteran teachers
3. Coaches will provide ongoing support by completing coaching cycles with teachers.
4. Provide opportunities for collaboration through Professional Learning Communities and Lesson Studies.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentee's have been paired with their mentor due to their common areas of certification. The pair will collaborate, plan and instruct effective and appropriate instructional strategies.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Rtl team meets monthly to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on each school initiative they oversee. All aspects of school operations are discussed including budgetary matters which may impact student achievement.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Identify the school-based MTSS Leadership Team.

- Yolanda Ellis, Principal
- Terracish Boynton, Assistant Principal
- Monica Evans, Reading Coach
- Satarria Level-Vangates, Reading Coach
- Alexandra Alexandre-Bannerman, Math Coach
- Tracie Faigenblat, Science Coach
- Dr. Willie Bankston School Counselor
- Dr. Pierre Alcindor, School Social Worker
- Dr. Becky Houchen-Bemis, School Psychologist
- Juanita Caldwell, SWD Teacher
- Ms. Tyquanna Tutt, Media Clerk
- Monica Evans, PD Liaison
- William Patterson, Technology Specialist
- Sandra Maycock, Teacher

Principal:

Provides a common vision for the use of data-based decision-making, ensures that the school based team is properly implementing Rtl, conduct assessment of Rtl skills of school staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and actions.

Assistant Principal:

Assists the principal in ensuring the school-based team implements Rtl, conducts assessment of Rtl skills of the staff, ensures the implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and actions.

Instructional Coaches Reading/ Math/Science:

Develops, leads, and evaluates school core content standards/ programs. Identifies systematic patterns of student needs while working with ETO personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring,

data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provide classroom follow-up on best practices and use the coaching cycle to support teachers.

School Counselor:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Social Worker:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The school social worker will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Media Specialist:

Oversees school-wide activities that promote literacy.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Upon conducting a thorough analysis of year-end data by subject and reporting category, instructional priorities are identified. The MTSS Leadership Team then reviews all strategies/action steps and progress monitoring data associated with each objective. The team recommends possible deletions of strategies that were not successful, recommends new strategies, and fine-tunes existing strategies to maximize efficiency and effectiveness. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will make recommendations for Tier 3 activities.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Assessments include the use of District Baseline Assessments in Reading, Writing, Mathematics and Science. Progress Monitoring Data include the use of FAIR, a minimum of two District Interim Assessments, Monthly Benchmark Assessments and Positive Behavior System. Summative Data include the SAT-10, FCAT, and CELLA. All data will be used to schedule and escalate services as needed.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The staff will be trained on Rtl at the beginning of the year by select Rtl team members and the district Rtl support specialist assigned to the school. Updates will be provided monthly during grade level meetings with administration. Schedules are also developed for ongoing classroom follow up to all Rtl PD which is conducted by the Reading Coach and members of the Rtl Leadership Team.

Frederick Douglass Elementary School communicates with parents throughout the school year to discuss academic, social and behavioral goals. In the spring, the school hosts individual transition meetings with all parents to discuss overall progress and review classroom assessments in order to determine placement and services for the following school year. We will utilize the new reading series and Interim assessment three times a year to determine the readiness of all students. This information

will be reported and discussed with administration, instructional coaches, teachers and parents to effectively implement strategies based on data. We will collaborate with the Head Start program to improve readiness for kindergarten by providing them with materials, parent workshops, and curricula for the program. Funding to provide readiness for kindergarten will come from EESAC and donated funds. We will evaluate the process once the students enroll in school the following year and evaluate their letter and sound recognition.

Professional development sessions entitled: "Rtl: Problem-Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/Rtl" and "Rtl: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will be conducted in mid-August and in October.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year: 60**

Frederick Douglass Elementary School strives to ensure students requiring additional skill building remediation are assisted through extended learning opportunities during our Saxon Intervention Program. The District coordinates with the Educational Transformation Office in ensuring staff development needs are provided as well as support services that are provided to students. Instructional coaches develop, lead, and evaluate school core content standards within the program by; identify and analyze existing literature on scientifically based curriculum assessments using an intervention approach. They identify systematic patterns of student needs while working with Education Transformation Office (ETO) personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide skill base program include an extensive Parental Support Program and special support services to special needs populations such as homeless migrant, and neglected and delinquent students.

Extended Learning within the subject areas are as follow:

- Science Push-In-Daily for the duration of 60 minutes
- Science Pull-Out top 45% Twice a Week for the duration of 60 minutes
- Writing – 4th Grade Push-In Daily for the duration of 60 minutes
- Reading 3-5th Grade Push-In Daily for the duration of 60 minutes
- Math 3-5th Grade Push-In Daily 60 minutes
- Saturday School : Reading, Math, Science and Writing 3rd-5th Grade once a week for the duration 3hrs a day.
- Morning Technology/Tutoring 3-5th Grade Computer Based Programs 3x's a week for the duration of 60 minutes

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The following data is individually collected and analyzed by the teacher, coaches and administration that is followed by teacher/student data chats as well as teacher, coach, administration data chats.

- Monthly OPM all grades
- Bi-weekly mini Benchmark Exams
- Bi-weekly SuccessMaker Data
- Monthly STAR Enterprise

Who is responsible for monitoring implementation of this strategy?

Administration and Academic Coaches

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

| Name | Title |
|-------------------------|------------------------------|
| Yolanda Ellis | Principal |
| Terracish Boynton | Assistant Principal |
| Satarria Level-Vangates | Reading Coach (Primary) |
| Tracie Faigenblat | Science Coach |
| Alexandra Alexander | Math Coach |
| Monica Evans | Reading Coach (Intermediate) |
| Latoya Porter | Teacher |

How the school-based LLT functions

Yolanda Ellis, Principal:

Provides a common vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

Terracish Boynton, Assistant Principal:

Assists in cultivating the vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

Monica Evans and Satarria Level-Vangtes, Reading Coaches:

Provides professional development and classroom follow-up on best practices in Reading/LA, coordinates pull-out intervention activities, assists with benchmark assessments, and progress monitoring data.

Alexandra Alexandre-Bannerman, Math Coach:

Provides support in implementing instructional strategies to incorporate literacy across the curriculum by maintaining a journal and reading math related literature.

Tracie Faigenblat, Science Coach:

Provides support in implementing instructional strategies to incorporate literacy across the curriculum by maintaining a journal and reading science related literature.

Dr. William Bankston, Counselor:

Provides support in behavioral strategies that will minimize classroom distractions and increase student achievement.

The LLT team meets bi-weekly to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on all literacy-based initiatives and interventions. Professional development needs and outcomes are discussed. Follow-up classroom observation and co-teaching schedules are developed in order for teachers to have guided practice on new instructional skills acquired.

Major initiatives of the LLT

Major initiatives of the LLT are to analyze data and develop school programs/activities that assist with raising student achievement in reading/language arts (and related core subject areas). Examples include: Providing PD to teachers to increase rigor in classroom instruction, developing an intervention schedule in Reading and Writing, analyzing data to drive instruction, providing small group intervention activities for at-risk students, developing school-wide activities and initiatives to motivate reading at all grade levels.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Frederick Douglass Elementary houses a Head Start Program allowing students and teachers constant articulation and communication with the Kindergarten program. Throughout the year, various Head Start centers in the community bring their students to visit the school to experience on-site activities in preparation for their transition into the Kindergarten program. This will assist by providing young children with a meaningful learning experience, in an environment that provides opportunities to create knowledge through initiatives shared with supportive adults.

At Frederick Douglass Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are the Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation System (ECHOS), and Florida Assessments for Instruction in Reading (FAIR). Screening data will be collected and aggregated prior to the month of October. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of individual students who may need intervention beyond core instruction. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided, and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for twenty minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administrated at mid-year and at the end of the year in order to determine student learning gains and to determine the need for modifications to the instructional and intervention programs.

With the addition of Head Start for the upcoming year, parents and children will gain familiarity with Kindergarten as well as receive information relative to the matriculation of students at the school. The principal will meet with the center directors of neighborhood centers. "Smooth Sailing" Kindergarten preparation brochures and other documents will be sent home to parents throughout the year. Additionally, the school will build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood Head Start and school site Head Start teachers will come together with Kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 34% | 18% | No | 41% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 33% | 14% | No | 39% |
| Hispanic | 36% | 24% | No | 42% |
| White | | | | |
| English language learners | 28% | 13% | No | 36% |
| Students with disabilities | 26% | | No | 33% |
| Economically disadvantaged | 33% | 18% | No | 40% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3 | 17 | 14% | 20% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 5% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | | 62% | 66% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 75% | 78% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|-------------------------------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | | [data excluded for privacy reasons] | 36% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | | [data excluded for privacy reasons] | 16% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | | [data excluded for privacy reasons] | 6% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|-------------------------------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | | [data excluded for privacy reasons] | 33% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 45% | 30% | No | 51% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 43% | 26% | No | 48% |
| Hispanic | 47% | 36% | No | 52% |
| White | | | | |
| English language learners | 44% | 27% | No | 50% |
| Students with disabilities | 38% | | No | 45% |
| Economically disadvantaged | 45% | 29% | No | 51% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3 | 31 | 25% | 30% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 4% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | | 42% | 48% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 49% | 54% |

Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | | | |
| Middle school performance on high school EOC and industry certifications | | | |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Achievement Level 3 | [data excluded for privacy reasons] | | 22% |
| Students scoring at or above Achievement Level 4 | [data excluded for privacy reasons] | | 9% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

Area 8: Early Warning Systems

Elementary School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 42 | 11% | 10% |
| Students retained, pursuant to s. 1008.25, F.S. | 22 | 7% | 6% |
| Students who are not proficient in reading by third grade | 56 | 86% | 77% |
| Students who receive two or more behavior referrals | 26 | 9% | 8% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 4 | 15% | 3% |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to standards through the gradual release model including strategies and accommodations.
- G2.** Implement an instructional framework in writing to ensure effective writing instruction across all subjects.

Goals Detail

G1. All teachers will implement effective teaching instruction aligned to standards through the gradual release model including strategies and accommodations.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Teachers lack classroom management and content knowledge to effectively implement the gradual release model with fidelity.
- Poor student attendance inhibits their learning growth.
- Students lack prerequisite skills and motivation which impedes student comprehension and critical thinking skills.
- Software malfunctions impedes effective instruction.

Plan to Monitor Progress Toward the Goal

Closed Out Heat Tickets

Person or Persons Responsible

Administration Computer tech

Target Dates or Schedule:

December 2013

Evidence of Completion:

Heat Tickets

G2. Implement an instructional framework in writing to ensure effective writing instruction across all subjects.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- 1. Journals 2. Instructional Coaches 3. Curriculum Support Specialist (CSS) 4. Rubrics 5. Interventionists 6. Anchor charts 7. Mentor Texts

Targeted Barriers to Achieving the Goal

- Being departmentalized, teachers lack the knowledge of the writing process to effectively provide feedback in student journals.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from monthly writing assessments

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative-District and monthly writing assessments, student work folders/ writing journals
Summative-2014 FCAT Writing Test

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective teaching instruction aligned to standards through the gradual release model including strategies and accommodations.

G1.B1 Teachers lack classroom management and content knowledge to effectively implement the gradual release model with fidelity.

G1.B1.S1 Utilize PLC's, Lesson Study, and common planning sessions to increase content knowledge of teachers

Action Step 1

Conduct weekly common planning sessions to create effective lesson plans.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Logs, Agenda, Lesson Plans

Action Step 2

Will conduct weekly walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthroughs Check List

Action Step 3

Will develop effective lesson plans.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Monitor teacher's weekly lesson plans. Weekly Walkthroughs

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments Monthly Assessments Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Interim Assessments FAIR Testing

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

December 2013

Evidence of Completion

Interim Assessments Data FAIR Data

G1.B1.S2 Provide professional development for infusion of rigor, lesson planning and delivery to include explicit instruction and the gradual release model.

Action Step 1

Conduct Professional development Sessions

Person or Persons Responsible

Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Log-in, Agenda, Follow-up assignments

Facilitator:

Coach

Participants:

Teachers, Coaches

Action Step 2

Participate in professional development.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Assigned Professional Development Day

Evidence of Completion

Monthly

Facilitator:

Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Monitor teacher's weekly lesson plans. Weekly Walkthroughs

Person or Persons Responsible

Administrator, Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S2

Interim Assessments Weekly Assessments

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

December 2013

Evidence of Completion

Interim Assessments Data FAIR Data Student Work

G1.B1.S3 Develop, execute and monitor the use an instructional framework focusing on appropriate pacing based on student needs.

Action Step 1

Conduct weekly common planning to create lesson that ensure appropriate pacing.

Person or Persons Responsible

Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Action Step 2

Conduct daily walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Walkthrough Check List

Action Step 3

Conduct Coaching cycle

Person or Persons Responsible

Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Log

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Monitor teacher's weekly lesson plans Walkthroughs

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Weekly Assessments, Interim Assessments, Monthly Assessments

Plan to Monitor Effectiveness of G1.B1.S3

Interim Assessments, FCAT 2.0

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

December 2013

Evidence of Completion

Interim Data FCAT Data

G1.B1.S4 Utilize the interactive journals regularly to insert aligned text to the benchmarks and focus on the essential and higher order thinking questions.

Action Step 1

Work collaboratively during planning to create essential and higher order of thinking questions.

Person or Persons Responsible

Teacher Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Monitor teacher's weekly lesson plans. Conduct Weekly Walk-troughs

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S4

Monitor Interim Assessments

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

December 2013

Evidence of Completion

Interim Assessment data

G1.B1.S5 Consistently create opportunities for learners to engage and produce authentic work.

Action Step 1

During common planning create foldables to implement during instructional delivery.

Person or Persons Responsible

Teacher Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student Authentic Work

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Daily walkthrogths Monitor student engagement Monitor the use of Journals.

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Journals

Plan to Monitor Effectiveness of G1.B1.S5

Monitor Weekly Assessments and Student Work

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments Data

G1.B2 Poor student attendance inhibits their learning growth.

G1.B2.S1 Provide ongoing motivational support to increase proficiency in all curriculum areas.

Action Step 1

Counselor will conduct group counseling once a month focusing on self-motivation.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Feedback from student.

Action Step 2

Counselor will conduct individual counseling once a month focusing on self-motivation.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Feedback from student.

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

Review student data during monthly data chats .

Person or Persons Responsible

Administration, Academic Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Reports Cards, Student Work, and Teacher Feedback .

Plan to Monitor Effectiveness of G1.B2.S1

Review student data during monthly data chats.

Person or Persons Responsible

Administration, Academic Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Reports Cards, Student Work, and Teacher Feedback

G1.B3 Students lack prerequisite skills and motivation which impedes student comprehension and critical thinking skills.

G1.B3.S1 Utilize effective reading Comprehension and writing strategies.

Action Step 1

Design Instructional activities for the purpose of building background knowledge on topics covered in text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Action Step 2

Identify key vocabulary words and provide explicit instruction utilizing visuals and technology while encountering words in as text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

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

Monitor teacher's weekly lesson plans. Conduct Weekly Walthroughs.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments, Interim Assessments.

Plan to Monitor Effectiveness of G1.B3.S1

Monitor teacher's weekly lesson plans. Conduct Weekly Walthroughs.

Person or Persons Responsible

Administration, Reading Coach Weekly

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments, Interim Assessments.

G1.B4 Software malfunctions impedes effective instruction.

G1.B4.S1 Provide alternative solution for malfunctioning technology and programs.

Action Step 1

Provide technical support to teachers that needs assistance with malfunctioning technology and programs.

Person or Persons Responsible

Computer Technician

Target Dates or Schedule

Ongoing

Evidence of Completion

Functioning Technology and Programs

Action Step 2

Purchase Alternative programs that align to the curriculum.

Person or Persons Responsible

Administration

Target Dates or Schedule

As Needed

Evidence of Completion

Reading Programs, Math Programs, Science Programs

Action Step 3

Provide authentic work that will supplement malfunctioning technology and programs.

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

As Needed

Evidence of Completion

Authentic Work

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Conduct daily walkthroughs to ensure technology and programs are functioning correctly.

Person or Persons Responsible

Administration Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Functioning technology and Computer Programs

Plan to Monitor Effectiveness of G1.B4.S1

Conduct walkthroughs to ensure technology and programs are functioning correctly

Person or Persons Responsible

Administration Computer Tech

Target Dates or Schedule

Weekly

Evidence of Completion

Heat Tickets

G2. Implement an instructional framework in writing to ensure effective writing instruction across all subjects.

G2.B1 Being departmentalized, teachers lack the knowledge of the writing process to effectively provide feedback in student journals.

G2.B1.S1 Provide PD & follow-up implementation (writing process, specific feedback, foundational)

Action Step 1

Provide professional development on the writing instructional framework to allow students to develop draft, edit and revise.

Person or Persons Responsible

ETO Writing CSS

Target Dates or Schedule

December 2013

Evidence of Completion

Agenda, Sign-in Sheets

Facilitator:

ETO Writing CSS

Participants:

Teachers, Coaches

Action Step 2

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing

Person or Persons Responsible

Literacy Coach ETO Writing CSS

Target Dates or Schedule

December 2013

Evidence of Completion

Planning Agendas Planning sign-in sheets Lesson Plans created during planning Walkthrough documentation

Action Step 3

Utilize student journals to demonstrate evidence of the writing process from planning to publishing.

Person or Persons Responsible

Literacy Coach ETO Writing CSS

Target Dates or Schedule

December 2013

Evidence of Completion

Coaching calendar Coaching log Debriefing notes

Action Step 4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Conduct classroom walkthroughs to monitor the implementation of the writing process.

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

Daily

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Plan to Monitor Effectiveness of G2.B1.S1

Monitor Monthly Writing assessments, journals, rubrics-writing & journal, 4th grade progress monitoring (DI)

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

December 2013

Evidence of Completion

Writing Assessment Data

G2.B1.S2 Utilizing common planning (hands-on, framework, models/exemplars, student work samples)

Action Step 1

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

Person or Persons Responsible

Literacy Coach, ETO Writing CSS, Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work

Action Step 2

Utilize student journals to demonstrate evidence of the writing process from planning to publishing.

Person or Persons Responsible

Literacy Coach, Writing Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Journals

Action Step 3

Conduct coaching cycles and model the components of the writing process.

Person or Persons Responsible

Literacy Coach, ETO Writing CSS

Target Dates or Schedule

Daily

Evidence of Completion

Coaching Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Monitor instructional routines ensuring that the purpose for the writing instruction is set; the model of explicit instruction is demonstrated utilizing the gradual release.

Person or Persons Responsible

Principal, Assistant Principal and ETO Instructional Supervisor

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S2

Monitor Monthly Writing Assessments

Person or Persons Responsible

Instructional Coach Administration

Target Dates or Schedule

December 2013

Evidence of Completion

Monthly Writing Data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A:

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant:

Frederick Douglass Elementary School provides services and support to migrant students and parents. The Community Involvement Specialist coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D:

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.

Title II:

The District uses supplemental funds for improving basic education as follows: (1) training to certify qualified mentors for the New Teacher (MINT) Program; (2) training for add-on endorsement programs, such as Reading, Gifted, ESOL; (3) training and observation release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Less Study Group implementation and protocols.

Title III:

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds requested for the 2012-2013 school year will be used for tutorial programs, coaching and mentoring for ESOL and content area teachers, professional development on best practices for ESOL and content area teachers, and

reading and supplementary instructional materials.

Title X- Homeless:

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification enrollment, attendance, and transportation of homeless students.

The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless – and are provided with all entitlements.

Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools – each school is provided a video and curriculum manual. A contest is sponsored by the homeless trust – a community organization.

District Homeless Social Worker provides resources and social services referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The school counselor provides resources such as clothing and school supplies.

Supplemental Academic Instruction (SAI)

Frederick Douglass Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Educational Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for students documented as less than proficient readers (Level 1).

Violence Prevention Programs:

Frederick Douglass Elementary offers a non-violence and anti-drug program to students that incorporate field trips, counseling, community service, and on-site award recognition programs. Connect with Respect is the Miami Dade Public Schools (M-DCPS) anti-bullying and violence prevention program that provides five lessons per grade level in the areas of bullying and violence prevention.

Nutrition Programs:

Frederick Douglass Elementary receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Head Start:

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared.

Other:

Frederick Douglass Elementary School involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Parental engagement/involvement is increased through developing, with on-going parental input, the school's Title I School-Parent Compact; Title I Parental Involvement Plan; scheduling the Annual Title I Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of parents and determination of topics for schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate parents' schedules. This impacts the goal to empower parents and build their capacity for involvement.

Completed Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), will be submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are used to assist with revising our Title I parental documents for the approaching school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All teachers will implement effective teaching instruction aligned to standards through the gradual release model including strategies and accommodations.

G1.B1 Teachers lack classroom management and content knowledge to effectively implement the gradual release model with fidelity.

G1.B1.S2 Provide professional development for infusion of rigor, lesson planning and delivery to include explicit instruction and the gradual release model.

PD Opportunity 1

Conduct Professional development Sessions

Facilitator

Coach

Participants

Teachers, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Log-in, Agenda, Follow-up assignments

PD Opportunity 2

Participate in professional development.

Facilitator

Coaches

Participants

Teachers

Target Dates or Schedule

Assigned Professional Development Day

Evidence of Completion

Monthly

G2. Implement an instructional framework in writing to ensure effective writing instruction across all subjects.

G2.B1 Being departmentalized, teachers lack the knowledge of the writing process to effectively provide feedback in student journals.

G2.B1.S1 Provide PD & follow-up implementation (writing process, specific feedback, foundational)

PD Opportunity 1

Provide professional development on the writing instructional framework to allow students to develop draft, edit and revise.

Facilitator

ETO Writing CSS

Participants

Teachers, Coaches

Target Dates or Schedule

December 2013

Evidence of Completion

Agenda, Sign-in Sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|------|-------------|-------|
| | Total | \$0 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Total |
|----------------|------------------------|-------|
| District | | \$0 |
| Total | | \$0 |

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will implement effective teaching instruction aligned to standards through the gradual release model including strategies and accommodations.

G1.B1 Teachers lack classroom management and content knowledge to effectively implement the gradual release model with fidelity.

G1.B1.S2 Provide professional development for infusion of rigor, lesson planning and delivery to include explicit instruction and the gradual release model.

Action Step 1

Conduct Professional development Sessions

Resource Type

Evidence-Based Program

Resource

Professional Development on Differentiated Instruction

Funding Source

District

Amount Needed

\$0

Action Step 2

Participate in professional development.

Resource Type

Evidence-Based Program

Resource

Professional Development of Common Core

Funding Source

District

Amount Needed

\$0

G2. Implement an instructional framework in writing to ensure effective writing instruction across all subjects.

G2.B1 Being departmentalized, teachers lack the knowledge of the writing process to effectively provide feedback in student journals.

G2.B1.S1 Provide PD & follow-up implementation (writing process, specific feedback, foundational)

Action Step 1

Provide professional development on the writing instructional framework to allow students to develop draft, edit and revise.

Resource Type

Evidence-Based Program

Resource

Coaches District

Funding Source

District

Amount Needed

\$0