Miami-Dade County Public Schools

Frederick R. Douglass Elementary

2022-23 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: 7/15/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (36%) 2018-19: I (%) 2017-18: I (%)
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	CSI
* 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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		I	I

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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 that provides a safe haven where children emerge with the confidence and desire to be life-long learners.

Provide the school's vision statement.

The 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Bello, Veronica	Principal	As the school's principal, Ms. Bello provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Ms. Bello establishes high expectations for all students, and ensures that, the school-based team is implementing Multi-Tired System of Supports (MTSS).
Miller , Melissa	Assistant Principal	As the assistant principal, Ms. Miller works in collaboration with the principal in implementing the vision and mission for the school. Ms. Miller ensures fidelity of the MTSS monitoring by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
Louis, Emmanuela	Reading Coach	As the reading 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.
Aguiar, Ingrid	Reading Coach	As the reading coach, Ms. Aguiar provides direct instructional services related to improving and supporting classroom instruction. Ms. Aguiar utilizes the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.
Lunston, Dennis	Math Coach	As the math coach, Mr. Dennis provides direct instructional services related to improving and supporting classroom instruction. Mr. Dennis utilizes the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.
Panion, Francis	Science Coach	As the science coach, Mr. Panion provides direct instructional services related to improving and supporting classroom instruction. Mr. Panion utilizes the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.

Demographic Information

Principal start date
Wednesday 7/15/2020, Veronica Bello

Number of teachers with a 2022 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.*
0

Number of teachers with a 2022 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

10

Total number of students enrolled at the school

196

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	28	24	41	50	20	41	0	0	0	0	0	0	0	204
Attendance below 90 percent	0	6	12	15	2	7	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	4	14	0	3	0	0	0	0	0	0	0	21
Course failure in Math	0	0	3	12	1	14	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	3	14	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	5	22	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	0	4	28	6	16	0	0	0	0	0	0	0	54

Using the table above, complete the table below with the number of students by current grade level who have 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	4	17	3	15	0	0	0	0	0	0	0	39

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 8/25/2022

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 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

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 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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%	62%	56%					62%	57%
ELA Learning Gains	51%							62%	58%
ELA Lowest 25th Percentile	36%							58%	53%
Math Achievement	23%	58%	50%					69%	63%
Math Learning Gains	44%							66%	62%
Math Lowest 25th Percentile	29%							55%	51%
Science Achievement	41%	64%	59%					55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	28%	60%	-32%	58%	-30%
Cohort Comparison		0%				
04	2022					
	2019	24%	64%	-40%	58%	-34%
Cohort Comparison		-28%				
05	2022					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-24%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	67%	-22%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	39%	69%	-30%	64%	-25%
Cohort Comparison		-45%				
05	2022					
	2019	40%	65%	-25%	60%	-20%
Cohort Comparison		-39%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	20%	53%	-33%	53%	-33%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	30		15	40						
ELL	20	60		36	80						
BLK	30	49		17	38	20	43				
HSP	26	58		44	67						
FRL	27	50	36	21	43	29	38				
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 three-year trend on the FSA proficiency report, the data indicates an increase in grade three (3) through five (5) English Language Arts (ELA) and Mathematics proficiency. When analyzing the data trends, the School Leadership Team noticed an eight (8) percentage point increase from 21 percentage points in 2021 to 29 percentage points in 2022. There is also an upward trend in Math proficiency, with a nine (9) percentage point increase, from 14 percentage points in 2021 to 23 percentage points in 2022. Science proficiency has the highest increase with 32 percentage points, from nine (9) percentage points in 2021 to 41 percentage points in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the progress monitoring and state assessments, it is evident that proficiency in all core areas across grade levels will be the targeted focus. ELA proficiency increased from 21 percentage points in 2021 to 29 percentage points in 2022 on the Florida Standards Assessment (FSA). However, when compared to the district's average, there is a 25 percentage point gap in ELA proficiency with the district averaging at 56%. Math proficiency increased from 14 percentage points in 2021 to 23 percentage points in 2022 on the FSA. However, when compared to the district's average, there is a 29 percentage point gap in Math proficiency with the district averaging 52%. Although there has been significant growth in proficiency data, when compared to Miami-Dade County Public Schools, this is significantly below the average proficiency rate in the district.

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 for this need for improvement is the lack of pedagogical methodologies related to providing standards-based explicit instruction. The actions that will be taken are to provide ongoing professional development, progress monitoring and rigorous instruction. The collaboration of the transformation coaches and teachers will support the understanding of delivering explicit instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area with the most improvement was fifth-grade science. The percentage of students that achieved proficiency was as follows: 9% (2021) and 41% (2022), which indicates a 32 percentage point increase.

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

The contributing factors to this improvement were explicit instruction, push-in support from the transformation coach, data-driven instruction, monthly data chats with students and the implementation of essential labs.

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

The strategies that need to be implemented in order to accelerate learning are ongoing progress monitoring, monthly data chats with teachers and students, walkthroughs with fidelity and immediate feedback, ongoing professional development with a focus on instructional strategies aligned to the ELA and Math Standards and Hands-on, Minds-on Learning.

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.

Based on the contributing factors and strategies identified to accelerate learning our school will provide ongoing professional development with a focus on high-yield instructional strategies maximizing the implementation of the B.E.S.T. Standards, as well as, teachers being exposed to highly engaged learning opportunities. The transformation coaches will provide job embedded professional development during collaborative planning sessions.

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

To ensure the sustainability of improvement in the next school year and beyond the following will take place: provide ongoing progress monitoring of bi-weekly and topic assessments, facilitate monthly teacher and student data chats, provide before and after school tutoring and enrichment programs, Tier II and Tier III intervention, and host Saturday, Winter and Spring Break Academy.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 FSA proficiency subgroup data three subgroups fell below the Federal Index of 41%. Twenty-three percent of Students with Disabilities (SWD) are proficient in ELA and Math, 33% of Black/African American students are proficient in ELA and Math, and 38% of Economically Disadvantaged students are proficient in in ELA and Math. Based on the data, differentiated instruction will be an area of focus for all grade levels to increase proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiated instruction, an additional 18% of SWD students, 8% of Black/African American students and 3% of Economically Disadvantaged students will score at grade level or above in the area of ELA and Math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration and transformation 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 will be reviewed monthly to monitor progress. This data will also be discussed and analyzed during weekly meetings to ensure students are meeting their goals. This will be evidenced through observations, data chats, lesson plans, reviews, as well as hands-on, minds-on learning.
Person responsible for monitoring outcome:	Veronica Bello (vbello@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted area of Differentiated Instruction, the focus will be on the use of current data to group students homogenously by areas of deficiencies and aligned resources that correlate with the areas of deficiency.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	If differentiated instruction is implemented strategically with fidelity and aligned with the usage of appropriate resources, then the percentage of students making adequate progress will increase.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/11- Collaborative planning meetings will occur in which teachers, transformation coaches, and administration will analyze student data to determine the grouping of students based on student deficiencies. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiated Instruction.

| **Person Responsible** | Melissa Miller (293860@dadeschools.net) |

8/31-10/11- During weekly planning sessions once groups are formulated according to data, resources will be pulled that will address areas in need of improvement. As a result, instructional strategies and resources will be aligned to the data.

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

8/31-10/11-Administrators and transformation coaches will monitor differentiated instruction sessions weekly during walk-throughs to ensure it is being implemented with fidelity. As a result, 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) |

9/21- Provide professional development for teachers on effective implementation of differentiated instruction that is aligned to the school's goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction.

| **Person Responsible** | Melissa Miller (293860@dadeschools.net) |

Revise DI trackers to reflect the weakest benchmarks.

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

Teachers will bring sample products such as their differentiated folders, and conduct a product review to determine the effectiveness.

| **Person Responsible** | Melissa Miller (293860@dadeschools.net) |

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| **Person Responsible** | Melissa Miller (293860@dadeschools.net) |

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 FSA proficiency Mathematics data, 29% of the 3rd-grade students are proficient in Mathematics, 22% of the 4th-grade students are proficient in Mathematics, and 19% of the 5th-grade students are proficient in Mathematics, as compared to the district averaging 52% on the statewide assessment. According to the 2022 FSA proficiency ELA data, 24% of the 3rd-grade students are proficient in ELA, 31% of the fourth-grade students are proficient in ELA, and 28% of the 5th-grade students are proficient in ELA, as compared to the district averaging 56% proficiency as evidenced by the statewide assessment. According to the 2022 SSA proficiency Science data, 41% of the 5th graders are proficient in science as compared to the district's average of 47%. Based on the above-mentioned data, standard-aligned instruction will be an Area of Focus.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the successful implementation of instructional practices aligned to the B.E.S.T. Standards, an additional 18% of our students in grades 3-5 will score at grade level or above in the areas of ELA and Mathematics.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will facilitate job-embedded professional development and monitor collaborative planning sessions. Administration will review weekly lesson plans for indication of the implementation of instructional practices aligned to the B.E.S.T. Standards.
Person responsible for monitoring outcome:	Veronica Bello (vbello@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of the implementation of B.E.S.T. Standards, the focus will be on the evidence-based strategy of Standard-Aligned Instruction. The implementation of the B.E.S.T. Standards will assist in accelerating student achievement for students performing on or above grade level. Explicit instruction will be monitored through walkthroughs, lesson plans, and data-driven conversations.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The implementation of B.E.S.T. Standards will ensure that teachers are using relevant, rigorous, and aligned data to plan lessons that are standard-based and accelerate academic growth.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31 - 10/11- Create a professional learning community (PLC) for instructional staff on the Florida ELA and Math B.E.S.T. standards. As a result, teachers will utilize the B.E.S.T. Standards Instructional Guides to create high-yielding standards-based lessons and cultivate best practices in teaching and learning.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

8/31 - 10/11- Teachers will develop lesson plans that are aligned to the B.E.S.T. Standards. As a result, teachers will have appropriate resources and lesson plans that reflect standard aligned instruction.

Person Responsible	Melissa Miller (293860@dadeschools.net)

8/31 - 10/11- Facilitate weekly collaborative planning meetings to provide teachers an opportunity to share best practices and provide new insight to high yielding, engaging instructional strategies. As a result, teachers will gain knowledge on how to embed collaborative strategies within their lessons.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

8/31 - 10/11- Transformation Coaches will conduct coaching cycles focused on explicit instruction aligned to B.E.S.T. standards and instructional strategies.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

11/30- Conduct a PD on :"Three Reads" strategy with a focus on Model Real Life in Math.

Person Responsible	Dennis Lunston (306866@dadeschools.net)

11/30- Conduct a PD on "Stacking the Benchmarks" n ELA.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Shared Leadership.	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 School Climate Survey feedback from staff, 27% of teachers agreed and strongly agreed that their ideas are listened to and considered. In comparison to 76% during the 2020-2021 School Climate Survey Feedback. This indicates a decrease of 49 percentage points. In addition, the 2021-2022 School Climate Survey Feedback from staff indicated that 27% of teachers agreed and strongly agreed that school personnel work together as a team. In comparison to 63% during the 2020-2021 School Climate Survey Feedback. This indicates a decrease of 36 percentage points.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Empowering Teachers and Staff, our staff will feel more confident, excited, and invested, which will support a positive culture and environment. The percentage of teachers participating in school-wide collaborative activities will increase by 5% during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will survey the staff and identify team members to serve as school team leaders. The team leaders will develop and implement school-wide initiatives that will allow them to collaborate with their colleagues to share ideas and resources with the staff, which will continue to empower and cultivate leaders.
Person responsible for monitoring outcome:	Melissa Miller (293860@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy that will be the focal point within the area of Positive Culture and Environment is Shared Leadership. Shared Leadership will encompass activity leaders, grade level chairs, and committee chairpersons.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	If team leaders feel their voices are heard and ideas are being implemented, they will more likely feel invested to carry out the school's vison and mission. It will also increase staff buy-in when implementing new school-wide initiatives.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

9/7- Staff will volunteer in school-wide committees and leadership roles will be assigned during a faculty meeting. As a result, the percentage of teachers in leadership roles will increase during the 2022-2023 school year.

Person Responsible	Melissa Miller (293860@dadeschools.net)

8/31-10/11- The Leadership Team will create a survey to solicit feedback on new school-wide initiatives and morale boosting strategies. As a result, school-wide systems and initiatives will be aligned to feedback.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

8/31-10/11- Providing teachers a monthly platform to voice concerns and share ideas about best practices and areas for improvement. As a result, a culture will be established to share best practices and cultivate collaboration.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

8/31-10/11- Staff Committees will plan quarterly school-wide events. As a result, school-wide events will promote shared leadership.

Person Responsible	Karen Thompson (thompson.karen@dadeschools.net)

11/16- The Social committee will host a Thanksgiving Feast hosted by the staff.

Person Responsible	Emmanuela Louis (etlouis@dadeschools.net)

12/14- The Multicultural committee will sponsor a Winter Wonderland hosted by the staff.

Person Responsible	[no one identified]

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We decided to focus on Specific Teacher Feedback/Walkthroughs to address the critical needs within our school. The data reveals that 79% of the staff believed the administration provides feedback on instructional delivery. To increase this percentage, we selected Specific Teacher Feedback/Walkthroughs because it will allow the leadership team to provide strategic support that in turn will build teacher capacity.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Transformational Leadership specifically related to Teacher Feedback/Walkthroughs, our teachers will be provided with intentional feedback to support the improvement of instructional practices. Hence, our teachers will build capacity, which will then lead to improving the learning outcomes of our students. There will be an increase of 10% of the staff stating that the administration provides feedback on instructional delivery as evidenced by the 2022-2023 School Climate Survey for the Staff.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	With the implementation of Transformational Leadership, an additional 10% of the staff will agree with the statement that the administration provides feedback on instructional delivery to build teacher capacity.
Person responsible for monitoring outcome:	Veronica Bello (vbello@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Transformational Leadership Team, we will focus on the evidence-based strategy of implementing walkthrough logs with specific feedback and next steps provided to teachers. We hope to increase the feeling of shared leadership by providing teachers with leadership roles and tasks aligned to the feedback provided as a result of the walkthroughs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	We decided to focus on Transformational Leadership to address the critical needs within our school. The data reveals 79% of the staff believes the administration provides feedback on instructional delivery. This represents our school in a positive manner. Providing feedback allows for administration to give teachers opportunities to take on leadership roles that will impact them to feel invested within the school.

selecting this strategy.

8/31-10/11-Teachers will develop lesson plans that are inclusive to the feedback provided as it relates to instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect explicit instruction.

Person Responsible   Veronica Bello (vbello@dadeschools.net)

8/31-10/11- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to provide reflection and feedback on their instruction. As a result, teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction as it ties to the feedback being provided.

Person Responsible   Emmanuela Louis (etlouis@dadeschools.net)

8/31-10/11- Teachers will be provided with immediate feedback aligned to the success to student mastery on standards-based instruction. As a result, teachers will turn-key the information to enhance teaching and learning.

Person Responsible   Melissa Miller (293860@dadeschools.net)

8/31-10/11- Administration will provide feedback and spotlight best practices. As a result, this effort will support teachers making instructional shifts that are aligned to the Framework of Effective Instruction.

Person Responsible   Veronica Bello (vbello@dadeschools.net)

10/31-12/16- The School Leadership Team will create a shared folder on One Drive to submit lesson plans and provide feedback.

Person Responsible   Francis Panion (fpanion@dadeschools.net)

10/31-12/16- The Transformation Coaches will create a collaborative planning effectiveness survey for reflection and growth.

Person Responsible   Melissa Miller (293860@dadeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2022 iReady AP3 Diagnostic Data, 44% of the kindergarten students are proficient in vocabulary, 55% of the 1st grade students are proficient in vocabulary and 28% of the 2nd grade students are proficient in vocabulary. Vocabulary plays a fundamental role in reading comprehension. Therefore, the implementation of vocabulary strategies and practices will be integrated to instruction in order to increase the number of students meeting proficiency in reading.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to the 2022 iReady AP3 Diagnostic Data, 38% of the 3rd grade students are proficient in vocabulary, 22% of the 4th-grade students are proficient in vocabulary, and 35% of the 5th grade students are proficient in vocabulary. Vocabulary plays a fundamental role in reading comprehension. Therefore, the implementation of vocabulary strategies and practices will be integrated to instruction in order to increase the number of students meeting proficiency in reading.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With the implementation of vocabulary strategies and best practices, an additional 10% of the K-2 student population will score at grade level or above in area of ELA by the 2022-2023 state assessment.

Grades 3-5: Measureable Outcome(s)

With the implementation of vocabulary strategies and best practices, an additional 10% of the 3-5 student population will score at grade level or above in area of ELA by the 2022-2023 state assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that vocabulary instruction is aligned to current data. Administrators will review bi-weekly lesson plans for indication of explicit instruction aligned to vocabulary. We will track and monitor iReady Diagnostic Data. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth. Extended Learning Opportunities will be provided to those students who are not showing growth on each iReady Diagnostic Assessment.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Bello, Veronica, vbello@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the Targeted Element of Vocabulary, our school will focus on the evidence-based strategy of: Explicit Vocabulary Instruction aligned with before, during and after reading strategies. Differentiation will assist in accelerating student understanding of the use of context clues. Data-Driven instruction will be monitored through the use of bi-weekly assessments and data trackers to drive instructional planning and plan for next steps.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Explicit Vocabulary Instruction, along with differentiated instruction, will ensure that teachers are using data to plan lessons that are customized to student needs. Teachers will continually make adjustments to instruction as needed. This strategy will support students in learning how to use context clues when identifying vocabulary within a text.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
8/31-10/11-Teachers will develop lesson plans that are inclusive of Vocabulary instruction. As a result, teachers will use appropriate resources, and lesson plans will reflect student learning in identifying vocabulary within a text.	Louis, Emmanuela, etlouis@dadeschools.net
8/31-10/11- Teachers will plan with Transformation Coaches to utilize interactive vocabulary word walls throughout instruction.	Miller, Melissa, melissammiller@dadeschools.net
12/22- The School Leadership Team will have a vocabulary parade where the students will dress up as their word.	Miller, Melissa, melissamiller@dadeschools.net
10/31-12/16- Morphology will be a part of the DI framework in grades 3-5.	Louis, Emmanuela, etlouis@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 our global community. In collaboration with educators and community members we develop motivated, self-reliant, creative, and ethical individuals who respect the differences of 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 our attendance hero program. A sense of culture is built by fostering positive relationships with all stakeholders. We have several initiatives, such as our school pledge, Values Matter Miami, Core

Values and Quavers SEL social emotional program, which are all designed to instill values and promote positive social expectations.

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

All faculty members play an essential role in ensuring our students' reach 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 and are encouraged to attend EESAC, school-wide events and parent workshops. The attendance interventionist will greatly assist us in sharing the importance of regular school attendance with both students and parents. Additionally, the attendance interventionist will be able to provide connections to outside agencies that may eliminate barriers that are contributing to absenteeism.