

Frederick R. Douglass Elementary



2014-15 School Improvement Plan

Frederick R. Douglass Elementary

314 NW 12TH ST, Miami, FL 33136

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
97%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Frederick Douglass Elementary School community believes that the mission of our school is to support all students by providing them with a safe learning environment that presents them with challenging educational opportunities which will prepare them to be productive citizens of the 21st century. To succeed in this mission, we recognize that our students must demonstrate competence in oral and written communication; understand effective and responsible use of technology; and develop critical thinking, effective problem solving, and have creativity. In addition, it is critical that our students respect and contribute to the diverse, low economic and multicultural community in which they live.

We are committed to the following:

- All students meet or exceed high performance standards in rigorous core programs.
- All students will have access to appropriate programs and services.
- All students will be provided opportunities to learn in a safe and secure school facility.
- All students will respond to success and failure with reflection and resiliency.
- All students will be supported in learning environments that foster a climate of respect for all.
- Staff and administration will create and encourage student participation in activities that foster students' wellness and physical health.
- All students and staff will benefit from collaboration and partnership with higher education, and other community groups and resources.

Provide the school's vision statement

Our primary purpose is to successfully build life-long learners who are responsible citizens in 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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Parents are invited to be a part of the school's Parent Teacher Association (PTA). Parents are invited to participate in extended learning activities after school, which provide an opportunity for teachers, students and parents to interact. We also learn about the culture of our student through the support organizations that provide services to our students and parents. These organizations work with our students and parents in a different capacity which helps with bridging the gap between home, school and community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students are provided opportunities to participate in before/after school academic and extracurricular activities, which double as a safe respectful atmosphere to thrive.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Frederick Douglass Elementary School we implement the Positive Behavior Support System (PBS). This system gives students, faculty and parents a new way to think about behavior. Our school utilizes PBS to increase student's safety, decrease problem behavior, and to establish a positive school culture. PBS assists our staff in understanding the relationships between a student's behavior and his or her environment. Our staff uses multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching Character education, and focusing on positive behaviors. As a result of effectively implementing PBS effective intervention has been developed that have impeded problem behaviors, taught new skills, and created support systems for the students.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students are provided counseling service on an individual and group bases. Outside support agencies are made accessible to parents and students as needed. Our school has also partnered with several community organizations that provide one on one mentoring services to select students recommended by teachers and or parents. Students are screened for vision and hearing deficiencies and are referred to outside community agencies.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance: Students who miss more than 10% of instructional time
- Behavior: Students who have referrals that lead to suspension
- Performance: Students score at FCAT (FSA) Level 1 in either ELA or Math
- Performance: Students who are not proficient in reading by Grade 3
- Retention: Students who are retained

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	6	6	7	4	2	33
One or more suspensions	0	0	0	4	4	2	10
Course failure in ELA or Math	4	1	7	6	10	4	32
Level 1 on statewide assessment	0	0	0	14	6	5	25

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	2	2	4	4	4	18

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Hourly teachers, Americorp members, and instructional teachers provide an hour of intervention instruction daily with teacher, student ratio of 1:10 for students in need of Tier 2 intervention. The following programs are used for intervention:

KG-WonderWorks, and Saxon

1st and 2nd Grade-WonderWorks and Saxon

Grades 3-5-WonderWorks, WonderWorks Foundational Skills

Students that are in need of Tier 3 intervention will be pulled out by interventionist and provided an additional 30 minutes of instruction with a teacher, student ratio of 1:3.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school has also been able to secure community partners to assist with students academically and socially. We've partnered with University of Miami Frost School of Music to provide free music lessons to our students. The benefits of music instruction are not limited to the early years. According to the National Association for Music Education, SAT takers with a background involving musical instruction score significantly higher than their non-musically trained counterparts - a surprising 56 points higher on the verbal portion and 39 points higher on the math portion of the test.

We've also partnered with Big Brothers Big Sisters to provide mentoring services for students as well as other wrap around services for students and their families. Additionally, we've partnered with Common Threads Cooking Program an after school program that provides free weekly cooking classes to the students and their parents. This program includes all core subjects: reading, math and science which help with academic skill building, following directions and effective communication. Finally, we've also partnered with Community in Schools. Community in Schools of Miami is empowered by many dedicated individuals and group including volunteers, mentors, tutors, teachers, AmeriCorp members, partners that work to empower at risk students in the district.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Ellis, Yolanda	Principal
Boynton, Terracish	Assistant Principal
Miles, Charnetta	Teacher, K-12
Amazan, Pierremarie	Teacher, K-12
Alexandre, Alexandra	Instructional Coach
Vangates, Satarria	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Identify the school-based MTSS Leadership Team.

- Yolanda Ellis, Principal
- Terracish Boynton, Assistant Principal
- Satarria Level-Vangates, Reading Coach
- Alexandra Alexandre-Bannerman, Math Coach
- Dr. Willie Bankston School Counselor
- Dr. Pierre Alcindor, School Social Worker
- Dr. Becky Houchen-Bemis. , School Psychologist
- Juanita Caldwell, SWD Teacher
- Karissa Williams, Media Clerk
- Satarria Level-Vangates, PD Liaison
- William Patterson, Technology Specialist
- Charnetta Miles, 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:

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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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.

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:

The National School Lunch and School Breakfast Programs as administered by Dade County Public Schools provides free and reduced priced meals for children unable to pay the full price. Students from households who receive food stamps and/or Temporary Aid to Needy Families (TANF) and who

have a social security number on file at the school may be eligible for direct certification. Students approved by direct certification are not required to have an application on file. Application forms are sent to all homes with a letter to parents or guardians. Children from households with incomes of less than or equal to the income criteria may be eligible for either free or reduced priced meals.

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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Overtown Youth Center	Business/Community
Yolanda Ellis	Principal
Tatianna Vento	Student
Satarria Vangates	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC will review and evaluate last year SIP to determined if the goals were met. SAC will also help develop an action plan to ensure the SIP is being followed to ensure the school's success.

Development of this school improvement plan

The SAC will review the school data and provide to the School Improvement Plan.

Preparation of the school's annual budget and plan

SAC will review the budget and help develop a plan on how funds will be used for students and used to implement the School Improvement Plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

in the school year of 2013-2014 \$1,542.68 was used to purchase rewards for the students', certificates and trophies.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Porter, Latoya	Teacher, K-12
Ellis, Yolanda	Principal
Boynton, Terracish	Assistant Principal
Vangates, Satarria	Instructional Coach
Miles, Charnetta	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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, and developing school-wide activities/initiatives to motivate reading at all grade levels.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers in each grade level have designated planning times in the master schedule in common, encouraging teachers to plan together and collaborate. Teachers plan with instructional coaches, receiving guidance and refining their instructional teaching practices. During common planning sessions, teachers discuss strategies, lessons and activities that are aligned to the Florida Standards. Lesson Studies and Peer Observations are conducted to refine and enhance instructional practices. Professional Learning Communities (PLC) are conducted throughout the school year to increase teachers conceptual understanding of content and teachers observes best practices in action.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Here at Frederick Douglass we use the Mentoring and Induction for New Teachers (MINT) to support and retain new and early-career teachers to ensure that students in Miami-Dade County Public Schools (M-DCPS) will have access to highly-qualified and accomplished teachers. The three-year plan details levels of support and resources provided to new and early career teachers. Teachers are assigned to one of the following tracks based on their experience and educational background: teachers new to the profession with an education degree, teachers new to the profession who are non-education majors and experienced teachers new to the District. The program outlines a research-based framework to facilitate the transition from new/early-career teacher to accomplished educator.

The components of MINT include the assignment of a mentor teacher to inexperienced new teachers and teachers in their second year of teaching in M-DCPS, reflection, self-assessment and goal setting activities, core learning courses, and participation in professional learning communities. New inexperienced teachers will observe veteran teachers and mentors will be released to observe new teachers in the classroom and provide in-class coaching. Mentors are required to participate in three mentoring and coaching sessions.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is used to modify instruction and planning to address student needs and to inform instructional decisions. Differentiated Instruction is implemented during the 120 minute Literacy block and a 90 minute math block. Whole group instruction is provided using the core reading and mathematics curriculum as a guide, and is usually followed by small group centers to develop reading and math skills both cooperatively and independently. During the instructional center time, the classroom teacher meets with small groups to provide systematic and explicit instruction in identified academic skill areas. The students are placed in the groups based on the data. The students rotate every 20 minutes from one center to the other, Teacher Led Center, Technology Center, and Independent Center; at risk students meet more frequently and for longer periods. This small group targeted skill instruction supplements and reinforces high quality and consistent initial curriculum instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

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 using Wonder-Works and Saxon Intervention Programs. The District coordinates with the Educational Transformation Office (ETO) in ensuring staff development needs are provided as well as support services that are provided to students. The Literacy coach develops, leads, and evaluates the school's core content standards within the program by; identify and analyze existing literature on scientifically based curriculum assessments using an intervention approach. The Literacy coach systematic patterns of student needs while working with 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.

Strategy Rationale

To ensure the improvement of academic achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Boynton, Terracish, tboynton@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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

Mini Benchmark Exams

IReady Data

Monthly Renaissance Learning Program

Interim Assessments

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide students with STEM experiences then we will promote critical thinkers and enhance career and college readiness.

- G2.** If we increase student attendance then we will improve student achievement.

- G3.** If we implement rigorous instruction across all content areas, then we will increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we provide students with STEM experiences then we will promote critical thinkers and enhance career and college readiness. 1a

G050649

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos, and thematic units.

Targeted Barriers to Achieving the Goal 3

- We lack the resources to implement a STEM program.

Plan to Monitor Progress Toward G1. 8

Monitor School Wide Data

Person Responsible

Yolanda Ellis

Schedule

Quarterly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Interim assessments

G2. If we increase student attendance then we will improve student achievement. 1a

G047594

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0
Attendance Below 90%	97.0
One or More Suspensions	98.0

Resources Available to Support the Goal 2

- School wide attendance data, Parent input, Student input , guidance counselor, community outreach center, Positive Behavior System (PBS). Truancy policy, various incentives. Social Worker, Community Involvement Specialist, School Website, Connect ed. messaging.

Targeted Barriers to Achieving the Goal 3

- Parents/students don't value education and recognize the importance of regularly attending school.

Plan to Monitor Progress Toward G2. 8

Monitor school wide attendance data and grades

Person Responsible

Terracish Boynton

Schedule

Quarterly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Attendance data reported from ISIS and Report Cards

G3. If we implement rigorous instruction across all content areas, then we will increase student achievement by improving core instruction in all content areas. 1a

G047371

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	56.0
AMO Reading - All Students	47.0
FCAT 2.0 Science Proficiency	46.0

Resources Available to Support the Goal 2

- Go Math Textbooks, FL Ready Common Core Textbooks, Computer (iReady), CER Bellringers, Scheduled Planning Times K-5. Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; Saxon, Higher Order Thinking Strategies, Instructional Coaches, AmeriCorps, Curriculum Support Specialist, Instructional Supervisor, Kiwanis Club, and Overtown Youth Center Support.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of rigorous instruction aligned to the standards and implementation of higher order thinking questions.

Plan to Monitor Progress Toward G3. 8

Monitor School Wide Data

Person Responsible

Yolanda Ellis

Schedule

Quarterly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Interim Assessments and student performance data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we provide students with STEM experiences then we will promote critical thinkers and enhance career and college readiness. **1**

 G050649

G1.B1 We lack the resources to implement a STEM program. **2**

 B126889

G1.B1.S1 Develop STEM lessons and units aligned with curriculum and STEM standards of practice across disciplines to provide STEM education for all students. **4**

 S138856

Strategy Rationale

Provide students with opportunities to participate in STEM projects.

Action Step 1 **5**

Students will conduct science fair projects and essential labs that incorporates all the components of STEM.

Person Responsible

Terracish Boynton

Schedule

Monthly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Science fair projects, student work sample, essential labs, and lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct walk throughs, conduct science fair, and monitor essential labs

Person Responsible

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Science fair projects, student work samples, lesson plans, and essential labs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Conduct walk-throughs, Monitor student work, weekly assessments, interim assessments, and school wide data

Person Responsible

Terracish Boynton

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Student work sample, ongoing progress monitoring, walk-through logs, student performance data.

G2. If we increase student attendance then we will improve student achievement. 1

G047594

G2.B1 Parents/students don't value education and recognize the importance of regularly attending school.

2

B118474

G2.B1.S1 Provide information on the school and truancy policy. Provide parents data that outlines student's attendance, grades, and state assessments data and explain the impact attendance has on student's performance. 4

S130327

Strategy Rationale

Increase awareness of truancy policy and the effects of poor attendance.

Action Step 1 5

Identify at-risk students and conduct truancy a meeting with parents providing them with the District's truancy policy as well as their child's academic and behavioral progress.

Person Responsible

Willie Bankston

Schedule

Weekly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Truancy report, Sign-in sheets, call logs, and ISIS reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor Daily Attendance, student's grades, and referral reports.

Person Responsible

Terracish Boynton

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Daily attendance sheet , progress reports, and referrals data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor students absences and grades

Person Responsible

Terracish Boynton

Schedule

Monthly, from 9/25/2014 to 6/5/2015


Evidence of Completion

Truancy Data, progress reports, report cards


G3. If we implement rigorous instruction across all content areas, then we will increase student achievement by improving core instruction in all content areas. 1

 G047371

G3.B4 Limited evidence of rigorous instruction aligned to the standards and implementation of higher order thinking questions. 2

 B118322

G3.B4.S1 Implement questioning strategies and activities in all content areas, to encourage rigorous interactions to deepen understanding of content. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics. 4

 S130193

Strategy Rationale

Increase Rigor and Higher Order Thinking Skills

Action Step 1 5

Provide professional development on how to unwrap the Florida Standards.

Person Responsible

Yolanda Ellis

Schedule

Weekly, from 8/15/2014 to 6/4/2015

Evidence of Completion

PD agenda and sign- In sheet, Professional development deliverables (PD presentation, handouts),and coaches log.

Action Step 2 5

Implement and monitor an instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) (teacher think-aloud, multiple guided practice sessions with corrective feedback, student collaborative learning and individual practice).

Person Responsible

Terracish Boynton

Schedule

Daily, from 9/24/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work samples

Action Step 3 5

Plan for and provide opportunities for students to engage in student accountable talk (collaborative conversations) to defend answers and cite evidence from text.

Person Responsible

Yolanda Ellis

Schedule

Daily, from 9/24/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work samples

Action Step 4 5

Provide students with multiple opportunities to respond to text in writing.

Person Responsible

Terracish Boynton

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans, student work samples

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Conduct Daily walk-throughs, Monitor student work, assessments, and lesson plans.

Person Responsible

Yolanda Ellis

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Student work sample, interim assessments, weekly assessments, and lesson plans

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Debrief with instructional coaches on the implementation of rigor and higher order thinking skills in the classroom.

Person Responsible

Terracish Boynton

Schedule

Weekly, from 8/14/2014 to 6/4/2015

Evidence of Completion

Reflection logs, meeting agendas, and sign in sheets.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Conduct daily walk-throughs, Monitor student work, weekly assessments, interim assessments, and school wide data.

Person Responsible

Terracish Boynton

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Student work sample, ongoing progress monitoring, walk-through logs, student performance data and FAIR Data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S1.A1	Provide professional development on how to unwrap the Florida Standards.	Ellis, Yolanda	8/15/2014	PD agenda and sign- In sheet, Professional development deliverables (PD presentation, handouts),and coaches log.	6/4/2015 weekly
G2.B1.S1.A1	Identify at-risk students and conduct truancy a meeting with parents providing them with the District's truancy policy as well as their child's academic and behavioral progress.	Bankston, Willie	9/25/2014	Truancy report, Sign-in sheets, call logs, and ISIS reports	6/5/2015 weekly
G1.B1.S1.A1	Students will conduct science fair projects and essential labs that incorporates all the components of STEM.	Boynton, Terracish	10/8/2014	Science fair projects, student work sample, essential labs, and lesson plans.	6/4/2015 monthly
G3.B4.S1.A2	Implement and monitor an instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) (teacher think-aloud, multiple guided practice sessions with corrective feedback, student collaborative learning and individual practice).	Boynton, Terracish	9/24/2014	Lesson plans, student work samples	6/4/2015 daily
G3.B4.S1.A3	Plan for and provide opportunities for students to engage in student accountable talk (collaborative conversations) to defend answers and cite evidence from text.	Ellis, Yolanda	9/24/2014	Lesson plans, student work samples	6/4/2015 daily
G3.B4.S1.A4	Provide students with multiple opportunities to respond to text in writing.	Boynton, Terracish	9/24/2014	Lesson plans, student work samples	11/26/2014 one-time
G1.MA1	Monitor School Wide Data	Ellis, Yolanda	10/8/2014	Interim assessments	6/4/2015 quarterly
G1.B1.S1.MA1	Conduct walk-throughs, Monitor student work, weekly assessments, interim assessments, and school wide data	Boynton, Terracish	10/8/2014	Student work sample, ongoing progress monitoring, walk-through logs, student performance data.	6/4/2015 weekly
G1.B1.S1.MA1	Conduct walk throughs, conduct science fair, and monitor essential labs		10/8/2014	Science fair projects, student work samples, lesson plans, and essential labs.	6/4/2015 weekly
G2.MA1	Monitor school wide attendance data and grades	Boynton, Terracish	9/25/2014	Attendance data reported from ISIS and Report Cards	6/5/2015 quarterly
G2.B1.S1.MA1	Monitor students absences and grades	Boynton, Terracish	9/25/2014	Truancy Data, progress reports, report cards	6/5/2015 monthly
G2.B1.S1.MA1	Monitor Daily Attendance, student's grades, and referral reports.	Boynton, Terracish	9/25/2014	Daily attendance sheet , progress reports, and referrals data	6/5/2015 monthly
G3.MA1	Monitor School Wide Data	Ellis, Yolanda	9/24/2014	Interim Assessments and student performance data.	6/5/2015 quarterly
G3.B4.S1.MA1	Conduct daily walk-throughs, Monitor student work, weekly assessments, interim assessments, and school wide data.	Boynton, Terracish	9/24/2014	Student work sample, ongoing progress monitoring, walk-through logs, student performance data and FAIR Data	6/5/2015 weekly
G3.B4.S1.MA1	Conduct Daily walk-throughs, Monitor student work, assessments, and lesson plans.	Ellis, Yolanda	9/24/2014	Student work sample, interim assessments, weekly assessments, and lesson plans	6/5/2015 weekly
G3.B4.S1.MA3	Debrief with instructional coaches on the implementation of rigor and higher order thinking skills in the classroom.	Boynton, Terracish	8/14/2014	Reflection logs, meeting agendas, and sign in sheets.	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. If we implement rigorous instruction across all content areas, then we will increase student achievement by improving core instruction in all content areas.

G3.B4 Limited evidence of rigorous instruction aligned to the standards and implementation of higher order thinking questions.

G3.B4.S1 Implement questioning strategies and activities in all content areas, to encourage rigorous interactions to deepen understanding of content. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics.

PD Opportunity 1

Provide professional development on how to unwrap the Florida Standards.

Facilitator

Curriculum Support Specialist

Participants

Teachers

Schedule

Weekly, from 8/15/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0