



Community Report on Frederick Douglass Elementary School
A Traditional Parent's Perspective on School Policies and Environment

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Frederick R Douglass Elementary serves PreK through fifth grade in the Historic Overtown area of Miami. The school has approximately 205 students and a student teacher ratio around 16 to 1. Academic performance is behind district averages. Reading proficiency is near 27 percent and math about 22 percent. Chronic absenteeism remains high at thirty to forty percent. From a traditional or faith-based point of view the school rates **3.5 out of 10**. While staff are caring and some support programs exist, low test scores and attendance issues, along with required identity-related policies, may concern some families.

School Contact Information

School Name

Frederick R Douglass Elementary School

Address

314 NW 12th Street
Miami FL 33136

Phone

305 371 4687

Grades

PreK to Fifth Grade

District

Miami Dade County Public Schools

1. Academic Standing and Programs

Performance is modest with approximately 22 percent of students meeting math standards and about 27 percent meeting reading standards. The school provides Gifted and Talented instruction, after-school tutoring, and literacy recovery initiatives. Academic progress continues to be an area of focus within a high-needs setting.

2. Student Community and Support Services

The school community is primarily African American and Hispanic, with seventy percent of students qualifying for free or reduced-cost lunch. Learning supports include ESL, special

education, reading labs, counseling, and academic coaching. Title I resources help fund some recovery programs.

3. Facilities and Learning Environment

The campus includes classrooms, media and technology areas, small groups working spaces, and a parent-friendly setting. Learning occurs in smaller classrooms with individualized attention addressed to meet basic needs.

4. Values and Policy Environment

District policy maintains that gender identity and sexual orientation are protected categories. Staff must respect student chosen names and pronouns, and complete inclusive training. No formal identity or LGBTQ curriculum is provided in early grades; however inclusive language may appear in counseling or announcements. Parents wishing clarity are encouraged to inquire about how these policies are applied and how family preferences are respected in practice.

5. Recent Incidents or Concerns

No serious safety incidents or behavioral controversies have been made public. Parent feedback highlights chronic absenteeism and concerns about inconsistent follow-up on student behavior. School leaders have prioritized attendance interventions and improving communication with families.

6. Parent Engagement and Communication

Families may engage through monthly advisory council events, Parent Academy sessions, literacy nights, and volunteer programs. Communication is maintained by newsletters and teacher messaging. Some parents report delays in responses after minor incidents.

7. Parent Concerns and Suggested Actions

Families with traditional or religious values may consider the following:

- How gender identity and pronoun policies are introduced in classrooms
- Academic support structures available for students below grade level
- Intervention plans addressing chronic absenteeism
- How communication occurs following behavior or safety concerns

Recommended actions for parents:

Attend an advisory meeting early in the year

Meet with the school principal or counselor to discuss academic supports and identity policy

Observe reading improvement programs or classroom activities

Review the parent handbook and ask questions about policy implementation

Final Rating: 3.5 out of 10**Policy Environment 2**

District enforces identity and pronoun policies from PreK onward without parental opt out

School Practice 4

Committed staff provide support but academic and attendance outcomes remain inadequate

Classroom Exposure 3

Inclusive language may occur informally; no formal identity curriculum for young students

Community Culture 6

Caring environment and academic resource efforts may benefit from improved communication and attendance support

Final Summary for Parents

Frederick R Douglass Elementary provides care and community in a historically meaningful setting. However academic performance is low and absenteeism significant. District identity protocols are enforced at early grade levels. Families who prioritize traditional values may wish to speak with school leaders, visit classrooms, and assess academic supports to determine if the school environment aligns with home expectations and priorities.