Dante B. Fascell Elementary School

2015-16 School Improvement Plan

Dante B. Fascell Elementary School

15625 SW 80TH ST, Miami, FL 33193

http://dbfe.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	88%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

Our school-wide mission is to brighten the future through the power of knowledge, using
a multiple-intelligence approach.

Provide the school's vision statement

Dante B. Fascell Elementary School will help individuals excel by discovering their full potential,
experiencing the lure of the future, and dreaming of and actualizing the possible. The vision will be
accomplished by: daring to dream, nurturing the intellect, expressing emotions, raising achievement,
sharing responsibility, and fostering the love for reading.

School Environment

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

Dante B. Fascell Elementary School is driven by collaborative efforts between the students, staff,
parents, and business community to build a foundation that includes the underlying beliefs and values
that all
children can and will learn, given mutual respect and support.

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

Dante B. Fascell Elementary School creates an environment where students feel safe and respected.
The school employs two part-time security personnel. Teachers use a buddy system to send students
to the office. The public has limited access to the school before, during and after school. Students
routinely participate in safety drills such as Code Red and Fire drills. The Parent Student Handbook is
located online and provides policy on issues of safety. Teachers are familiar with and respect
student's rights.

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

Teachers at Dante B. Fascell Elementary set expectations and institute classroom behavioral
management plans. Teachers review the Code of Student Conduct with students and parents at
Open House. Teachers utilize a SCAM form to refer students for disciplinary reasons. Administration
and Students Services personnel follow up with students and parents as necessary. Teachers can
submit a request for assistance for students exhibiting excessive behavioral issues. The teacher can
initiate a Functional Assessment of Behavior (FAB). Students can be placed on a Behavioral
Intervention Plan (BIP). Training on when to submit a SCAM for student behavior and when to
request assistance with completing a FAB and a BIP is provided.

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

Dante B. Fascell Elementary School welcomes the opportunity to help students and their families. The Student Services Program is designed to assist students in their educational, personal/social development. The support staff consists of the school psychologist and school social worker who meet regularly to discuss specific needs of students. Individual and group counseling services are available to students referred by teachers or parents and to students who are self-referred.

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

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. Course failure in English Language Arts or mathematics
3. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	1	3	2	0	1	0	7
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	5	5	2	5	7	7	31
Level 1 on statewide assessment	0	0	0	0	4	16	20

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	5	5	2	1	6	12	31

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

The Attendance Review Committee meets to discuss methods to provide our students with incentives for coming to school. Those students identified as Tier 2 will receive intervention via Wonderworks and OPM via iReady. The RtI Committee also monitors (every 4 weeks) attendance, conduct, and progress (growth or lack thereof).

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/195786.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Dante B. Fascell Elementary is proud of the relationships it has fostered within the community. Some of our Dade Partners include: McDonalds, Dominoes Pizza, and Mass Mutual. Furthermore, in an effort to build parental awareness and involvement, DBFE has continued to use a school blog, Facebook and Instagram page to keep students, parents, and the community up-to-date on school news, happenings, and other pertinent information. We have recently opened a Twitter account, as well. Our blog is available at dbfe.wordpress.com and our Facebook page can be found at www.facebook.com/DanteFascell. We are also on Instagram and Twitter, available at ww.instagram.com/dantedolphins and www.Twitter.com/DanteFascellES.

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:

Name	Title
Ferrarone, Margaret	Principal
Martinez, Erika	Assistant Principal
Bogan, Kimberly	Instructional Coach

Duties

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

The Leadership Team will meet to determine how we develop and maintain a problem solving system to encourage optimum academic and behavioral performance from students, teachers and staff.
The team will meet once a month to engage in the following activities:
• disaggregate assessment data to make instructional decisions
• analyze progress monitoring data
• Identify continuing professional development needs
• evaluate the fidelity of implementation of core curriculum and interventions
Monitor and implement the problem solving process in response to the needs of subgroups within the expectations for adequate yearly progress.
Administration: As the instructional leaders at DBFE, the principal, and assistant principal, will provide the model for the use of data-based decision-making, supervise its implementation, provide intervention support and documentation ensuring adequate professional development, and communicate with parents regarding school-based plans. Administration will coordinate the submission and analysis of all data in a timely manner. They will monitor the focus calendar progress

and provide technological instructional support.
Instructional Coach
The Reading coach, will identify student needs by analyzing, disaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. She will assist with
administering student assessments. The reading coach will attend district sponsored professional development for the purpose of knowledge building, modeling and planning lessons with teachers.
Student Services Personnel: The counselor, will act as the committee SST liaison. As such, she will relay information as it relates to the common academic and social needs being established at School Support Team meetings. She will participate in the administration of student assessments. She will provide resources to community agencies to support academic, emotional and behavioral success.
The school psychologist, will report to the team to provide necessary progress monitoring tools and data.
The social worker will act at the request of the team members.
This team will include additional personnel as resources to the team, as warranted.
This team will meet with the Literacy Leadership Team and EESAC when necessary, to facilitate all stages of the problem solving process.
In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS/RtI .
Tier 2
Administration, the Counselor and the Reading coach, will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem-Solving Team.

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 Leadership Team use the Tier 1 Problem-Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS/RtI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in

addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored. The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RtI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kimberly Bogan	Teacher
Carlos Mancebo	Teacher
Mayda Martin-Olazabal	Teacher
Debra Gamundi	Teacher
Ruby Villa	Teacher
Martha Arnaez	Teacher
Jaime Gasteli	Teacher
Elaine Davis- Diaz	Teacher
Yelina Acosta	Parent
M. Denise Ferrarone	Principal
Ann Feathers	Business/Community
Stephanie Barrios	Parent
Laura Calenzani	Education Support Employee
Carmen Diaz	Parent
Luisa Herrera	Parent
Anileidy Meeker	Parent
Ernesto Torrez	Parent
Mikahil Cajuste	Business/Community

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

At the end of the year, the EESAC and faculty participated in an evaluation of last year's school improvement plan. End of Year Review forms were distributed to grade level/departments for recommendations and feedback. Each grade level/department submitted their feedback and recommendations for next year's SIP. These recommendations were taken to EESAC for review and consideration in the creation of next year's SIP.

Development of this school improvement plan

The Educational Excellence School Advisory Committee (EESAC) is involved with the development of the school improvement plan from its inception. End of Year Review forms were distributed to grade level/departments for recommendations and feedback. An EESAC meeting was held to review the current year's School Improvement Plan and to provide recommendations for the 2015-2016 School Improvement Plan. The End of Year Review forms were distributed and reviewed at this meeting. A writing team was identified which included members of EESAC. EESAC members attended a Technical Assistance Training in order to provide guidance and assistance in the development of the 2015-2016 School Improvement Plan.

Preparation of the school's annual budget and plan

EESAC members made recommendations to the principal for items to be purchased the next year. These items included test preparation materials,honor roll incentives and reading textbooks.

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

EESAC funds $2,000, was used to purchase supplemental educational materials for students in grades 3-5. It was also used to purchase incentives for students in the various tutorial programs. Three hundred and fifty dollars was appropriated for certificates and awards for the end of year ceremonies.

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:

Name	Title
Ferrarone, Margaret	Principal
Martinez, Erika	Assistant Principal
Bogan, Kimberly	Instructional Coach
Fernandez, Lourdes	Teacher, K-12
Gasteli, Jaime	Teacher, K-12
Gomez, Navia	Teacher, K-12
Smith, Jennifer	Teacher, K-12
Mancebo, Carlos	Teacher, K-12
Rabionet, Reima	Teacher, ESE
Rampersaud, Elaine	Teacher, K-12
Rodriguez, Anabeatriz	Teacher, K-12
Rozier, Tiffany	Teacher, PreK

Duties

Describe how the LLT promotes literacy within the school

Dante B. Fascell Elementary is promoting literacy through a number of school-wide events and initiatives. The media center has been revamped to become a more welcoming environment for all students. Students continue to be provided additional times throughout the school day to utilize the MC. School-wide initiatives and events to support literacy include the promotion of Accelerated Reader and MyON reader (with incentive programs), author studies, Barnes & Noble Book Fair Night, Scholastic Book Fairs (twice yearly), Punctuation Day, a bookmark-creating contest, Book Character Parade, etc.

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

Dante B. Fascell Elementary has included collaborative planning as its goal in the action plan. Teachers will receive ongoing support from administration and the instructional coach regarding best practices in collaborative planning. Teachers are encouraged to participate in Professional Learning Communities.

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

Teachers will be afforded the opportunity to participate in professional learning communities. Professional Development courses are widely offered and teachers are encouraged to have their certifications current and updated. Teachers are also motivated to gain further knowledge in their field of teaching.

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

Teachers new to a grade level will be paired with a buddy teacher on the grade level. This buddy teacher will provide support in the areas of planning and professional support on a weekly basis. Teachers will meet for the purpose of planning, data analysis and any other area requested by the teacher. Beginning teachers will receive a MINT-trained teacher mentor.

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

Dante B. Fascell Elementary adheres to the pacing guide, provided to us by MDCPS, in all grade-level areas and subjects.

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

Teachers utilize data to form differentiated instructional groups. Tier 2 students receive an extra 30 minutes of instruction; Tier 3 students are provided an additional 60 minutes of instruction. Tier 2 students are provided with WonderWorks intervention. Enrichment is provided through the M-DCPS pacing guides, differentiated instruction in the classroom, and through the use of personalized technology programs, such as iReady.

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: After School Program
Minutes added to school year: 3,840

The school will utilize Title III funds for the purpose of offering after-school tutorials for students in third through fifth grade. Students will be tutored in the subject of Reading.

Strategy Rationale

To increase the academic achievement of our English Language Learners.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ferrarone, Margaret, pr1811@dadeschools.net

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

Students participating in after-school tutoring will be monitored with pre- and post-tests. Weekly assessments will be administered for the purposes of progress monitoring.

Strategy: Before School Program

Minutes added to school year: 3,840

A before-school Technology lab will be offered during the second half of the year.

Strategy Rationale

To increase the academic achievement for those targeted groups.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Ferrarone, Margaret, pr1811@dadeschools.net

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

Technology program reports will be regularly monitored.

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded
Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time
highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of
meaningful learning experiences, in environments that give them opportunities to create knowledge through
initiatives shared with supportive adults. The Pre-K teacher conducts a parent orientation for parents of
students transitioning into the Kindergarten program. Students are also taken to the Kindergarten classes at
the end of their Preschool year to help with transition to Kindergarten. Parents were encouraged to visit their student's classroom during Open House.
To assist those students transitioning to middle school, DBFE will host a Magnet Recruitment Fair, scheduled for October 21st, allowing a number of middle schools to showcase their programs and assist students and parents in choosing the best middle school setting for the child. Towards the end of the school year, 5th grade teachers and the school counselor also facilitate articulation by attending a workshop and subsequently preparing the students for the transition to middle school.

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

Annually, Dante B. Fascell ES hosts a Career Day, as well as a College Day, in order to promote college and career awareness for our students.

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

Not applicable

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

Not applicable

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

Not applicable

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   To increase student achievement by improving core instruction in all content areas.

G2.   Dante B. Fascell will use the Early Warning Systems Indicators in order to provide support and intervention that will increase academic achievement.

G3.   Dante B. Fascell's goal is to provide students with the opportunity to increase participation in Science, Technology, Engineering, the Arts, and Math (STEAM)-related activities.

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. To increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

🔍 G070502

Indicator	Annual Target
AMO Math - All Students	
AMO Math - ED	
FCAT 2.0 Science Proficiency	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
Math Gains	
Math Lowest 25% Gains	
AMO Reading - All Students	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal `2`

- McGraw Hill series, MDCPS pacing guides, Literacy Coach, Florida Standards Item Specs, Accelerated Reader, active PTA involvement, 2nd, 4th, and 5th grade departmentalization, PD liaison, and iReady.

Targeted Barriers to Achieving the Goal `3`

- Effective implementation of common planning.

Plan to Monitor Progress Toward G1. `8`

Monitor effective common planning and instructional delivery.

Person Responsible
Margaret Ferrarone

Schedule
Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion
Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, results of FSA assessments and data chats.

G2. Dante B. Fascell will use the Early Warning Systems Indicators in order to provide support and intervention that will increase academic achievement. 1a

G070503

Targets Supported 1b

Indicator	Annual Target
Non-proficient Reading by Grade 03	40.0
Attendance Below 90%	6.0
One or More Suspensions	0.0
Retained Students	5.0

Resources Available to Support the Goal 2

- Administration, security, teachers, parents, PTA, social worker, before- and after-school care, school psychologist, community involvement specialist, and Parent Resource Center.

Targeted Barriers to Achieving the Goal 3

- Effective common planning of ELL strategies for instructional implementation.

Plan to Monitor Progress Toward G2. 8

Consistently monitor the implementation of targeted ELL intervention and support systems.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 11/2/2015 to 4/5/2016

Evidence of Completion

Data, FSA Assessment scores, and interim assessment scores.

G3. Dante B. Fascell's goal is to provide students with the opportunity to increase participation in Science, Technology, Engineering, the Arts, and Math (STEAM)-related activities. `1a`

🔑 G070504

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- PSell Curriculum
- Teachers
- Discovery Learning
- FOSS Kits
- Science manipulatives kits
- Everglades National Park Field Trip
- Biscayne National Park Field Trip

Targeted Barriers to Achieving the Goal `3`

- A limited number of STEAM experiences were provided to students. There was no school wide Science FAIR held in the 2014-2015 school year.

Plan to Monitor Progress Toward G3. `8`

PLC will discuss the number of science-related field trips available.

Person Responsible

Erika Martinez

Schedule

On 6/9/2016

Evidence of Completion

Formative: This goal will be evaluated using the Interim Assessment Tests. Summative: This goal will be evaluated using the 2015 FCAT 2.0 Science Test.

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. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G070502

G1.B1 Effective implementation of common planning. `2`

🔑 B183672

G1.B1.S1 Reading - Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. `4`

🔑 S195321

Strategy Rationale

Effective implementation of common planning has been a challenge. By executing a strategy that includes effective implementation of common planning we will accomplish our goal.

Action Step 1 `5`

Build common planning time into the schedule.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PD Agenda, sign-in sheet, and artifacts

Action Step 2 `5`

Conduct follow-up of common planning implementation by grade level and/or subject area during identified times and dates.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 9/28/2015 to 6/9/2016

Evidence of Completion

Administrative walk-throughs, lesson plans, and common planning meeting minutes

Action Step 3 `5`

Implementation of effective common planning and instructional delivery, through the coaching cycle, and provide support as needed.

Person Responsible

Kimberly Bogan

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work

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

Monitor effective planning and instructional delivery.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.

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

Monitor effective planning and instructional delivery.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.

G1.B1.S2 Writing - Provide instruction of the various modalities of writing throughout the writing process. `4`

🔑 S195322

Strategy Rationale

Effective implementation of common planning has been a challenge. By executing a strategy that includes effective implementation of common planning we will accomplish our goal.

Action Step 1 `5`

Introduce staff to the writing process, during common planning, through professional development.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

PD Agenda, sign-in sheet, and artifacts

Action Step 2 `5`

Conduct follow-up of common planning implementation through grade-level, lesson plan-creation for writing.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

PD Agenda, sign-in sheet, and artifacts.

Action Step 3 `5`

Implementation of effective common planning and delivery of writing instruction, through the coaching cycle, and provide support as needed.

Person Responsible

Kimberly Bogan

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Monitor effective common planning and instructional delivery.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Monitor effective planning and instructional delivery.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/16/2014 to 6/5/2015

Evidence of Completion

Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.

G1.B1.S3 Math - Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. `4`

🔑 S195323

Strategy Rationale

Effective implementation of common planning has been a challenge. By executing a strategy that includes effective implementation of common planning we will accomplish our goal.

Action Step 1 `5`

Introduce staff to common planning through professional development.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 9/28/2015 to 6/9/2016

Evidence of Completion

PD Agenda, sign-in sheet, and artifacts

Action Step 2 `5`

Conduct follow-up of common planning implementation by grade-level and subject area in lesson plan-creation.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Administrative walk-throughs, lesson plans, and common planning meeting minutes

Action Step 3 `5`

Implementation of effective common planning and instructional delivery, through the coaching cycle, and provide support as needed.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Monitor effective common planning and instructional delivery.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Monitor effective planning and instructional delivery.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.

G1.B1.S4 Science - Implement common planning to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. `4`

🔑 S195324

Strategy Rationale

Effective implementation of common planning has been a challenge. By executing a strategy that includes effective implementation of common planning we will accomplish our goal.

Action Step 1 `5`

Introduce staff to common planning through professional development.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 9/28/2015 to 6/9/2016

Evidence of Completion

PD Agenda, sign-in sheet, and artifacts

Action Step 2 5

Conduct follow-up of common planning implementation by grade-level and subject area in lesson plan-creation.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Administrative walk-throughs, lesson plans, and common planning meeting minutes

Action Step 3 5

Implementation of effective common planning and instructional delivery, through the coaching cycle, and provide support as needed.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Monitor effective common planning and instructional delivery.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Monitor effective common planning and instructional delivery.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.

G2. Dante B. Fascell will use the Early Warning Systems Indicators in order to provide support and intervention that will increase academic achievement. `1`

🔍 G070503

G2.B1 Effective common planning of ELL strategies for instructional implementation. `2`

🔍 B183674

G2.B1.S1 Implement and monitor targeted intervention opportunities for ELL student progression. `4`

🔍 S195326

Strategy Rationale

To increase the achievement of our ELL population.

Action Step 1 `5`

Identify students performing below proficiency.

Person Responsible

Erika Martinez

Schedule

On 10/3/2015

Evidence of Completion

Student roster and data.

Action Step 2 `5`

Create and implement an after-school tutoring schedule to include students with reading deficiencies.

Person Responsible

Kimberly Bogan

Schedule

Weekly, from 11/2/2015 to 4/5/2016

Evidence of Completion

After-school tutoring schedule

Action Step 3 `5`

Support student motivation through incentives.

Person Responsible

Margaret Ferrarone

Schedule

Monthly, from 11/2/2015 to 4/5/2016

Evidence of Completion

EESAC Minutes

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

Consistently monitor the implementation of targeted intervention.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 11/2/2015 to 4/5/2016

Evidence of Completion

Data, schedule, and student roster.

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

Consistently monitor the implementation of targeted intervention.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 11/2/2015 to 4/5/2016

Evidence of Completion

Data, student roster, and schedule.

G2.B1.S2 Monitor the attendance of ELL students. `4`

🔑 S195327

Strategy Rationale

To decrease the number of ELL students with high absence rates, in order to positively affect student progression.

Action Step 1 `5`

Identify ELL students with high absence rates.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Quarterly Average Daily Attendance reports, Daily Attendance Bulletin, and File Download Manager

Action Step 2 `5`

Implement school attendance plan

> **Person Responsible**
>
> Margaret Ferrarone
>
> **Schedule**
>
> Daily, from 8/24/2015 to 6/9/2016
>
> ***Evidence of Completion***
>
> Quarterly Average Daily Attendance reports, Daily Attendance Bulletin, and File Download Manager

Action Step 3 `5`

Support student motivation through attendance incentives.

> **Person Responsible**
>
> Erika Martinez
>
> **Schedule**
>
> Biweekly, from 9/1/2015 to 6/9/2016
>
> ***Evidence of Completion***
>
> Classroom Attendance Charts

Action Step 4 `5`

Conference with parents whose children continue to have excessive absences

> **Person Responsible**
>
> Margaret Ferrarone
>
> **Schedule**
>
> Biweekly, from 9/7/2015 to 6/9/2016
>
> ***Evidence of Completion***
>
> SCAMS for attendance, CIS home visit logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Administration and registrar will review the Daily Attendance Bulletin to identify possible at-risk, ELL students.

Person Responsible

Margaret Ferrarone

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Notes taken from Attendance Bulletin; log of home visits from CIS.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Review the Daily Attendance Bulletin to ensure the number of ELL student absences have decreased.

Person Responsible

Margaret Ferrarone

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Daily Attendance Bulletins

G2.B1.S3 Monitor the behavior of ELL students. 4

Strategy Rationale

To decrease the number of ELL students with behavior issues, in order to positively affect student progression.

Action Step 1 5

Identify ELL students with behavior issues.

Person Responsible

Margaret Ferrarone

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

SCAMS, Teacher referals

Action Step 2 5

Support student motivation through positive reinforcement.

Person Responsible

Erika Martinez

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student of the Month, Character Value and Random Acts of Kindness (RAK) Club messages on morning announcements

Action Step 3 `5`

Refer ELL students to RtI process for behavior.

Person Responsible

Erika Martinez

Schedule

Biweekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

RtI meeting notes, RFA folders, student work

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Consistently monitor the implementation of strategies related to the progression, attendance, and behavior of ELL students.

Person Responsible

Margaret Ferrarone

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

RtI Meeting notes, walk-thrus, student work, lesson plans, grade-level/subject area meeting minutes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Fidelity in the review of ELL progression and support.

Person Responsible

Margaret Ferrarone

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

RtI meeting notes, email, SCAMS, teacher referrals, RFA folders

G3. Dante B. Fascell's goal is to provide students with the opportunity to increase participation in Science, Technology, Engineering, the Arts, and Math (STEAM)-related activities. 1

G070504

G3.B1 A limited number of STEAM experiences were provided to students. There was no school wide Science FAIR held in the 2014-2015 school year. 2

B183675

G3.B1.S1 Teachers will use appropriate technology throughout science- and math-based curriculum to increase student engagement. 4

S195329

Strategy Rationale

To increase the number of students exposed to and participating in STEAM-related activities.

Action Step 1 5

Teachers will plan for activities for students to design and develop science and engineering projects through the scientific process.

Person Responsible

Erika Martinez

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans

Action Step 2 5

Provide students with the opportunities to engage in science and engineering projects through the scientific process.

Person Responsible

Erika Martinez

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, walk-thrus, student work

Action Step 3 `5`

Observe, model, and provide feedback to teachers as needed.

Person Responsible

Margaret Ferrarone

Schedule

Monthly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Lesson plans, walk-thrus, student work

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Administration will conduct walk throughs during Science instruction to observe students participating in labs. Teachers will share best practices in the Science PLC.

Person Responsible

Margaret Ferrarone

Schedule

Weekly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Science Lab sheets PLC attendance roster

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

All students will be given science fair entry criteria and required to submit a project for the school wide Science Fair (as a classroom in grades K-4 and individually, by student, in grade 5). Selected top entrants in grade 5 will be entered into the District Science Fair.

Person Responsible

Navia Gomez

Schedule

Weekly, from 9/25/2015 to 11/16/2016

Evidence of Completion

Science benchmark tests Science fair grades District Science fair entry

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
G1.B1.S1.A1	Build common planning time into the schedule.	Ferrarone, Margaret	8/24/2015	PD Agenda, sign-in sheet, and artifacts	6/9/2016 weekly
G1.B1.S2.A1	Introduce staff to the writing process, during common planning, through professional development.	Ferrarone, Margaret	10/5/2015	PD Agenda, sign-in sheet, and artifacts	6/9/2016 weekly
G1.B1.S3.A1	Introduce staff to common planning through professional development.	Ferrarone, Margaret	9/28/2015	PD Agenda, sign-in sheet, and artifacts	6/9/2016 weekly
G1.B1.S4.A1	Introduce staff to common planning through professional development.	Ferrarone, Margaret	9/28/2015	PD Agenda, sign-in sheet, and artifacts	6/9/2016 weekly
G2.B1.S1.A1	Identify students performing below proficiency.	Martinez, Erika	10/2/2015	Student roster and data.	10/3/2015 one-time
G2.B1.S2.A1	Identify ELL students with high absence rates.	Ferrarone, Margaret	8/24/2015	Quarterly Average Daily Attendance reports, Daily Attendance Bulletin, and File Download Manager	6/9/2016 weekly
G2.B1.S3.A1	Identify ELL students with behavior issues.	Ferrarone, Margaret	8/24/2015	SCAMS, Teacher referals	6/9/2016 biweekly
G3.B1.S1.A1	Teachers will plan for activities for students to design and develop science and engineering projects through the scientific process.	Martinez, Erika	8/24/2015	Lesson plans	6/9/2016 weekly
G1.B1.S1.A2	Conduct follow-up of common planning implementation by grade level and/or subject area during identified times and dates.	Ferrarone, Margaret	9/28/2015	Administrative walk-throughs, lesson plans, and common planning meeting minutes	6/9/2016 weekly
G1.B1.S2.A2	Conduct follow-up of common planning implementation through grade-level, lesson plan-creation for writing.	Ferrarone, Margaret	10/5/2015	PD Agenda, sign-in sheet, and artifacts.	6/9/2016 weekly
G1.B1.S3.A2	Conduct follow-up of common planning implementation by grade-level and subject area in lesson plan-creation.	Ferrarone, Margaret	10/5/2015	Administrative walk-throughs, lesson plans, and common planning meeting minutes	6/9/2016 weekly
G1.B1.S4.A2	Conduct follow-up of common planning implementation by grade-level and subject area in lesson plan-creation.	Ferrarone, Margaret	10/5/2015	Administrative walk-throughs, lesson plans, and common planning meeting minutes	6/9/2016 weekly
G2.B1.S1.A2	Create and implement an after-school tutoring schedule to include students with reading deficiencies.	Bogan, Kimberly	11/2/2015	After-school tutoring schedule	4/5/2016 weekly
G2.B1.S2.A2	Implement school attendance plan	Ferrarone, Margaret	8/24/2015	Quarterly Average Daily Attendance reports, Daily Attendance Bulletin, and File Download Manager	6/9/2016 daily
G2.B1.S3.A2	Support student motivation through positive reinforcement.	Martinez, Erika	8/24/2015	Student of the Month, Character Value and Random Acts of Kindness (RAK) Club messages on morning announcements	6/9/2016 monthly
G3.B1.S1.A2	Provide students with the opportunities to engage in science and engineering projects through the scientific process.	Martinez, Erika	8/24/2015	Lesson plans, walk-thrus, student work	6/9/2016 weekly
G1.B1.S1.A3	Implementation of effective common planning and instructional delivery, through the coaching cycle, and provide support as needed.	Bogan, Kimberly	10/5/2015	Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work	6/9/2016 weekly
G1.B1.S2.A3	Implementation of effective common planning and delivery of writing instruction, through the coaching cycle, and provide support as needed.	Bogan, Kimberly	10/5/2015	Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work	6/9/2016 weekly
G1.B1.S3.A3	Implementation of effective common planning and instructional delivery, through the coaching cycle, and provide support as needed.	Ferrarone, Margaret	10/5/2015	Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work	6/9/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A3	Implementation of effective common planning and instructional delivery, through the coaching cycle, and provide support as needed.	Ferrarone, Margaret	10/5/2015	Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work	6/9/2016 weekly
G2.B1.S1.A3	Support student motivation through incentives.	Ferrarone, Margaret	11/2/2015	EESAC Minutes	4/5/2016 monthly
G2.B1.S2.A3	Support student motivation through attendance incentives.	Martinez, Erika	9/1/2015	Classroom Attendance Charts	6/9/2016 biweekly
G2.B1.S3.A3	Refer ELL students to RtI process for behavior.	Martinez, Erika	9/7/2015	RtI meeting notes, RFA folders, student work	6/9/2016 biweekly
G3.B1.S1.A3	Observe, model, and provide feedback to teachers as needed.	Ferrarone, Margaret	10/5/2015	Lesson plans, walk-thrus, student work	6/9/2016 monthly
G2.B1.S2.A4	Conference with parents whose children continue to have excessive absences	Ferrarone, Margaret	9/7/2015	SCAMS for attendance, CIS home visit logs	6/9/2016 biweekly
G1.MA1	Monitor effective common planning and instructional delivery.	Ferrarone, Margaret	10/5/2015	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, results of FSA assessments and data chats.	6/9/2016 weekly
G1.B1.S1.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/5/2015	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/9/2016 weekly
G1.B1.S1.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/5/2015	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/9/2016 weekly
G1.B1.S2.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/16/2014	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/5/2015 weekly
G1.B1.S2.MA1	Monitor effective common planning and instructional delivery.	Ferrarone, Margaret	10/5/2015	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/9/2016 weekly
G1.B1.S3.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/5/2015	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/9/2016 weekly
G1.B1.S3.MA1	Monitor effective common planning and instructional delivery.	Ferrarone, Margaret	10/5/2015	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/9/2016 weekly
G1.B1.S4.MA1	Monitor effective common planning and instructional delivery.	Ferrarone, Margaret	10/5/2015	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/9/2016 weekly
G1.B1.S4.MA1	Monitor effective common planning and instructional delivery.	Ferrarone, Margaret	10/5/2015	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/9/2016 weekly
G2.MA1	Consistently monitor the implementation of targeted ELL intervention and support systems.	Ferrarone, Margaret	11/2/2015	Data, FSA Assessment scores, and interim assessment scores.	4/5/2016 weekly
G2.B1.S1.MA1	Consistently monitor the implementation of targeted intervention.	Ferrarone, Margaret	11/2/2015	Data, student roster, and schedule.	4/5/2016 weekly
G2.B1.S1.MA1	Consistently monitor the implementation of targeted intervention.	Ferrarone, Margaret	11/2/2015	Data, schedule, and student roster.	4/5/2016 weekly
G2.B1.S2.MA1	Review the Daily Attendance Bulletin to ensure the number of ELL student absences have decreased.	Ferrarone, Margaret	8/24/2015	Daily Attendance Bulletins	6/9/2016 daily
G2.B1.S2.MA1	Administration and registrar will review the Daily Attendance Bulletin to identify possible at-risk, ELL students.	Ferrarone, Margaret	8/24/2015	Notes taken from Attendance Bulletin; log of home visits from CIS.	6/9/2016 daily
G2.B1.S3.MA1	Fidelity in the review of ELL progression and support.	Ferrarone, Margaret	8/24/2015	RtI meeting notes, email, SCAMS, teacher referrals, RFA folders	6/9/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1	Consistently monitor the implementation of strategies related to the progression, attendance, and behavior of ELL students.	Ferrarone, Margaret	8/24/2015	RtI Meeting notes, walk-thrus, student work, lesson plans, grade-level/subject area meeting minutes.	6/9/2016 biweekly
G3.MA1	PLC will discuss the number of science-related field trips available.	Martinez, Erika	8/24/2015	Formative: This goal will be evaluated using the Interim Assessment Tests. Summative: This goal will be evaluated using the 2015 FCAT 2.0 Science Test.	6/9/2016 one-time
G3.B1.S1.MA1	All students will be given science fair entry criteria and required to submit a project for the school wide Science Fair (as a classroom in grades K-4 and individually, by student, in grade 5). Selected top entrants in grade 5 will be entered into the District Science Fair.	Gomez, Navia	9/25/2015	Science benchmark tests Science fair grades District Science fair entry	11/16/2016 weekly
G3.B1.S1.MA1	Administration will conduct walk throughs during Science instruction to observe students participating in labs. Teachers will share best practices in the Science PLC.	Ferrarone, Margaret	10/5/2015	Science Lab sheets PLC attendance roster	6/9/2016 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.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Effective implementation of common planning.

G1.B1.S1 Reading - Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Conduct follow-up of common planning implementation by grade level and/or subject area during identified times and dates.

Facilitator

Kimberly Bogan: Reading Coach; Ana Diaz PD Liaison

Participants

All instructional staff

Schedule

Weekly, from 9/28/2015 to 6/9/2016

G1.B1.S2 Writing - Provide instruction of the various modalities of writing throughout the writing process.

PD Opportunity 1

Introduce staff to the writing process, during common planning, through professional development.

Facilitator

Reading Coach, Kim Bogan and PD Liaison, Ana Diaz

Participants

All Instructional Staff

Schedule

Weekly, from 10/5/2015 to 6/9/2016

G1.B1.S3 Math - Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Introduce staff to common planning through professional development.

Facilitator

Math Liaison, Reima Rabionet and PD Liaison, Ana Diaz

Participants

All Instructional Staff

Schedule

Weekly, from 9/28/2015 to 6/9/2016

G1.B1.S4 Science - Implement common planning to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Introduce staff to common planning through professional development.

Facilitator

Science Liaison, Shirley Pico and PD Liaison, Ana Diaz

Participants

All Instructional Staff

Schedule

Weekly, from 9/28/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Build common planning time into the schedule.				$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$2,200.00
			Notes: Supplemental Resources			
2	G1.B1.S1.A2	Conduct follow-up of common planning implementation by grade level and/or subject area during identified times and dates.				$0.00
3	G1.B1.S1.A3	Implementation of effective common planning and instructional delivery, through the coaching cycle, and provide support as needed.				$0.00
4	G1.B1.S2.A1	Introduce staff to the writing process, during common planning, through professional development.				$0.00
5	G1.B1.S2.A2	Conduct follow-up of common planning implementation through grade-level, lesson plan-creation for writing.				$0.00
6	G1.B1.S2.A3	Implementation of effective common planning and delivery of writing instruction, through the coaching cycle, and provide support as needed.				$0.00
7	G1.B1.S3.A1	Introduce staff to common planning through professional development.				$0.00
8	G1.B1.S3.A2	Conduct follow-up of common planning implementation by grade-level and subject area in lesson plan-creation.				$0.00
9	G1.B1.S3.A3	Implementation of effective common planning and instructional delivery, through the coaching cycle, and provide support as needed.				$0.00
10	G1.B1.S4.A1	Introduce staff to common planning through professional development.				$0.00
11	G1.B1.S4.A2	Conduct follow-up of common planning implementation by grade-level and subject area in lesson plan-creation.				$0.00
12	G1.B1.S4.A3	Implementation of effective common planning and instructional delivery, through the coaching cycle, and provide support as needed.				$0.00
13	G2.B1.S1.A1	Identify students performing below proficiency.				$0.00
14	G2.B1.S1.A2	Create and implement an after-school tutoring schedule to include students with reading deficiencies.				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title III		$5,000.00

Budget Data

		Notes: Tutors			
15	**G2.B1.S1.A3**	**Support student motivation through incentives.**			**$300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Function	Object	Budget Focus	Funding Source	FTE	2015-16
		District-Wide	School Improvement Funds		$300.00

		Notes: Incentive Items	
16	**G2.B1.S2.A1**	**Identify ELL students with high absence rates.**	**$0.00**
17	**G2.B1.S2.A2**	**Implement school attendance plan**	**$0.00**
18	**G2.B1.S2.A3**	**Support student motivation through attendance incentives.**	**$0.00**
19	**G2.B1.S2.A4**	**Conference with parents whose children continue to have excessive absences**	**$0.00**
20	**G2.B1.S3.A1**	**Identify ELL students with behavior issues.**	**$0.00**
21	**G2.B1.S3.A2**	**Support student motivation through positive reinforcement.**	**$0.00**
22	**G2.B1.S3.A3**	**Refer ELL students to RtI process for behavior.**	**$0.00**
23	**G3.B1.S1.A1**	**Teachers will plan for activities for students to design and develop science and engineering projects through the scientific process.**	**$0.00**
24	**G3.B1.S1.A2**	**Provide students with the opportunities to engage in science and engineering projects through the scientific process.**	**$0.00**
25	**G3.B1.S1.A3**	**Observe, model, and provide feedback to teachers as needed.**	**$0.00**
		Total:	**$7,500.00**