

Miami-Dade County Public Schools

Dante B. Fascell Elementary School



2017-18 Schoolwide Improvement Plan

Dante B. Fascell Elementary School

15625 SW 80TH ST, Miami, FL 33193

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Dante B. Fascell Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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 security personnel (one part-time, one full-time). Teachers use a buddy-system to send students to the office throughout the school day, as well as during breakfast (before school) and after school in ASC. DBFE is a closed campus and the public has limited access to the school before, during and after school. Students routinely participate in safety drills, such as Code Red/Yellow, fire and tornado drills. The Parent Student Handbook is located online and provides school/district policy on issues of safety. Teachers are familiar with and respect student's rights. DBFE also strongly enforces MDCP's Values Matter Program. Furthermore, we also incorporated the "It's Starts with Hello" Week initiative that was provided to all MDCPS school by the Office of Student Services. These character value principles are also reinforced through the school's Random Acts of Kindness (RAK) Club.

c. 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 on the first day of school and with 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, on a case-by-case basis, as necessary. Teachers can submit a Request for Assistance (RFA) for Behavior for those 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.

d. 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, and social development. The support staff consists of the school psychologist and school social worker who meet regularly to discuss specific student needs. Individual and group counseling services are available to students referred by teachers or parents, as well as to students who are self-referred. DBFE also strongly enforces MDCP's Values Matter Program.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	5	8	7	5	6	3	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	3	8	8	1	11	8	0	0	0	0	0	0	0	39

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	0	0	0	1	0	0	0	0	0	0	0	3

c. 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 Rtl Committee also monitors (every 4 weeks) attendance, conduct, and progress (growth or lack thereof).

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Parents/Guardians and families will be invited to attend workshops and school activities throughout the year to ensure a school-home connection.

2. 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 partners include: McDonalds, Dominoes Pizza, Menchies, Mass Mutual, Everglades National Park, Florida International University, etc. Furthermore, in an effort to build parental awareness and involvement, DBFE has continued to use a school blog, Facebook, Instagram, and Twitter page to keep students, parents, and the community up-to-date on school news, happenings, and other pertinent information. 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Leitner, Margaret	Principal
Jordan, Ann	Assistant Principal
Barazal, Lian	School Counselor
Smith, Jennifer	Teacher, K-12

b. Duties

1. 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.

Assistant Principal and Instructional Liaisons

Working alongside the AP, the instructional liaisons for reading and mathematics will identify student needs by analyzing, desaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. Liaisons will assist with the preparation and administration of student assessments, such as iReady Diagnostics and Growth Monitoring. The liaisons will attend district-sponsored professional development for the purpose of knowledge building, modeling, and planning lessons with teachers.

Student Services Personnel: The school 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, data, and suggestions.

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 Instructional Liaisons, will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. Additionally, other teachers will be involved as needed to provide information or revise students' instructional plans.

Tier 3 SST

The Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem-Solving Team.

2. 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 uses 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/Rtl 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. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring 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/Rtl 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/Rtl 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/Rtl leadership team extends the intent of the SIP to Kindergarten, first, and second grades as they contribute extensively to the intermediate grades performance and student engagement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Navia Gomez	Teacher
Mayda Martin-Olazabal	Teacher
Jaime Gasteli	Teacher
M. Denise Ferrarone	Principal
Laura Calenzani	Education Support Employee
Mikahil Cajuste	Business/Community
Carlos Mancebo	Teacher
Nancy Moller	Teacher
Elaine Rampersaud	Teacher
Sandra Crumpton	Teacher
Bryan Rodriguez	Parent
Natalie Rodriguez	Parent
Virgina Cruz	Parent
Joshua Pros	Parent
Patrick Joseph	Parent
Rudina Robets-Joseph	Parent
Ann Feathers	Business/Community
Daniela Gonzalez-Quevedo	Student
Camila Rodriguez	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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 2017-2018 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 2017-2018 School Improvement Plan.

c. 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.

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

EESAC funds in the amount of \$1,782 were used to purchase supplemental educational materials (Curriculum Associates Ready FL Booklets) for students in grades 3-5; another \$3,126.32 was used Focused Reading booklets for all grade levels (supplemental education materials). Agendas were also purchased for students in the amount of \$777.60.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Leitner, Margaret	Principal
Jordan, Ann	Assistant Principal
Bogan, Kimberly	Teacher, K-12
Fernandez, Lourdes	Teacher, K-12
Gasteli, Jaime	Teacher, K-12
Mancebo, Carlos	Teacher, K-12
Smith, Jennifer	Teacher, K-12
Rodriguez, Anabeatriz	Teacher, K-12
Gamundi, Debra	Teacher, PreK
Guevara, Ileana	Teacher, K-12
Barazal, Lian	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Dante B. Fascell Elementary is promoting literacy through a number of school-wide events and initiatives. The media center is the epicenter of student literacy. Over the past three years, the area has been revamped to be the hub of activity for students, as well as their families. 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, the annual Book Character Parade, etc.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 liaisons regarding best practices in collaborative planning. Teachers are encouraged to participate in Professional Learning Communities.

2. 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.

3. 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 grade-level "buddy teacher". 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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, Imagine Learning, and Reflex Math.

2. 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

Leitner, 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)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Leitner, 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 through data reports.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 VPK Pre-K teacher conducts a parent orientation for parents of students transitioning into the Kindergarten program. Students also visit the Kindergarten classes at the end of their Preschool year to help with the transition to Kindergarten. Parents are encouraged to visit their child's classroom during Open House and maintain open lines of communication with the classroom teacher.

To assist those students transitioning to middle school, DBFE hosts an annual Magnet Recruitment Fair 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.

b. College and Career Readiness

1. 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.

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

Not applicable

3. 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

4. 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

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.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G097060

Targets Supported 1b

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	

Targeted Barriers to Achieving the Goal 3

- Data chats between the administration and teachers to discuss the progress of the students are inconsistently scheduled.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data from iReady Reading and Mathematics, ACCESS for ELL's 2.0, FSA ELA and Mathematics, SAT Reading and Mathematics, Topic Assessments for Reading, Mathematics, Science and Social Studies, FSAA, District Writing and Science Baseline and Mid-Year Assessments.

Plan to Monitor Progress Toward G1. 8

Monitor effective implementation of data chats and instructional delivery.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Scheduling of data chats, participating in data chats, agendas, minutes, sign-in sheets, results of FSA/SAT assessments.

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

 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. 1

G097060

G1.B1 Data chats between the administration and teachers to discuss the progress of the students are inconsistently scheduled. 2

B261108

G1.B1.S1 Reading - Stakeholders will analyze and utilize Reading data to develop instructional strategies to maximize the use of the instructional block. Students will master course content and skills as a result of rigorous & engaging instructional activities. Data will be used to ascertain strengths and weaknesses to plan/modify Reading instruction. 4

S276464

Strategy Rationale

Effective and consistent interpretation of data can be a challenge. By executing a strategy that includes effective and consistent analysis and interpretation of data, we will accomplish our goal.

Action Step 1 5

Scheduled data chats every nine weeks.

Person Responsible

Margaret Leitner

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

PD Agenda, sign-in sheet, and artifacts

Action Step 2 5

Conduct follow-up of data chats and instruction implementation by grade level and/or subject area during identified times and dates.

Person Responsible

Margaret Leitner

Schedule

Every 3 Weeks, from 10/3/2017 to 6/7/2018

Evidence of Completion

Administrative walk-throughs and participation in grade-level data chats, lesson planning/intervention, data, and data chat meeting minutes.

Action Step 3 5

Implementation of additional data chats, through administrative and instructional liaison support, provided on an as-needed basis.

Person Responsible

Ann Jordan

Schedule

Weekly, from 10/3/2017 to 6/7/2018

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 fidelity of data chat implementation and instructional delivery.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/3/2017 to 6/7/2018

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 effectiveness of data chats and instructional delivery based on data chat analysis.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/3/2017 to 6/7/2018

Evidence of Completion

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

G1.B1.S2 Writing - Stakeholders will analyze and utilize Writing data to ascertain strengths and weaknesses to plan/modify instruction of the various modalities of writing throughout the writing process.

4

S276465

Strategy Rationale

Effective and consistent interpretation of data can be a challenge. By executing a strategy that includes effective and consistent interpretation of data we will accomplish our goal.

Action Step 1 5

Scheduled data chats every nine weeks.

Person Responsible

Margaret Leitner

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

PD Agenda, sign-in sheet, and artifacts

Action Step 2 5

Conduct follow-up of data chat and instruction implementation by grade-level during identified times and dates.

Person Responsible

Margaret Leitner

Schedule

Every 3 Weeks, from 10/3/2017 to 6/7/2018

Evidence of Completion

PD Agenda, sign-in sheet, and data.

Action Step 3 **5**

Implementation of additional data chats, through administrative and reading liaison support, provided as needed.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/3/2017 to 6/7/2018

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 fidelity of data chats and instructional delivery.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/3/2017 to 6/7/2018

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 implementation of data chats and instructional delivery.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/3/2017 to 6/7/2018

Evidence of Completion

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

G1.B1.S3 Math - Utilize Math data 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 content standard's cognitive complexity level. Data will be used to ascertain strengths and weaknesses to plan/modify Math instruction. 4

 S276466

Strategy Rationale

Effective and consistent interpretation of data can be a challenge. By executing a strategy that includes effective and consistent interpretation of data we will accomplish our goal.

Action Step 1 5

Scheduled data chats every nine weeks.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

PD Agenda, sign-in sheet, and artifacts

Action Step 2 5

Conduct follow-up of data chats and instruction implementation by grade level and/or subject area during identified times and dates.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Administrative walk-throughs and participation in grade-level data chats, lesson planning/intervention, data, and data chat meeting minutes.

Action Step 3 **5**

Implementation of additional data chats, through administrative and instructional liaison support, provided on an as-needed basis.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/2/2017 to 6/7/2018

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 fidelity of data chat implementation and instructional delivery.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/2/2017 to 6/8/2018

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 effectiveness of data chats and instructional delivery based on data chat analysis.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

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

G1.B1.S4 Science - Implement consistent data chats 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. Data will be used to ascertain strengths and weaknesses to plan/modify Science instruction. 4

 S276467

Strategy Rationale

Effective and consistent interpretation of data can be a challenge. By executing a strategy that includes effective and consistent interpretation of data we will accomplish our goal.

Action Step 1 5

Scheduled data chats every nine weeks.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

PD Agenda, sign-in sheet, and artifacts

Action Step 2 5

Conduct follow-up of data chats and instruction implementation by grade level and/or subject area during identified times and dates.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Administrative walk-throughs and participation in grade-level data chats, lesson planning/intervention, data, and data chat meeting minutes.

Action Step 3 **5**

Implementation of additional data chats, through administrative and instructional liaison support, provided on an as-needed basis.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/2/2017 to 6/8/2018

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 fidelity of data chat implementation and instructional delivery.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/2/2017 to 6/8/2018

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 effectiveness of data chats and instructional delivery based on data chat analysis.

Person Responsible

Margaret Leitner

Schedule

Weekly, from 10/2/2017 to 6/8/2018




Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA1 M400608	Monitor effectiveness of data chats and instructional delivery based on data chat analysis.	Leitner, Margaret	10/3/2017	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/7/2018 weekly
G1.B1.S1.MA1 M400609	Monitor fidelity of data chat implementation and instructional delivery.	Leitner, Margaret	10/3/2017	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/7/2018 weekly
G1.B1.S1.A1 A372483	Scheduled data chats every nine weeks.	Leitner, Margaret	8/21/2017	PD Agenda, sign-in sheet, and artifacts	6/7/2018 quarterly
G1.B1.S1.A2 A372484	Conduct follow-up of data chats and instruction implementation by grade level and/or subject area...	Leitner, Margaret	10/3/2017	Administrative walk-throughs and participation in grade-level data chats, lesson planning/intervention, data, and data chat meeting minutes.	6/7/2018 every-3-weeks
G1.B1.S1.A3 A372485	Implementation of additional data chats, through administrative and instructional liaison support,...	Jordan, Ann	10/3/2017	Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work	6/7/2018 weekly
G1.B1.S2.MA1 M400610	Monitor effective implementation of data chats and instructional delivery.	Leitner, Margaret	10/3/2017	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/7/2018 weekly
G1.B1.S2.MA1 M400611	Monitor fidelity of data chats and instructional delivery.	Leitner, Margaret	10/3/2017	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/7/2018 weekly
G1.B1.S2.A1 A372486	Scheduled data chats every nine weeks.	Leitner, Margaret	8/21/2017	PD Agenda, sign-in sheet, and artifacts	6/7/2018 quarterly
G1.B1.S2.A2 A372487	Conduct follow-up of data chat and instruction implementation by grade-level during identified...	Leitner, Margaret	10/3/2017	PD Agenda, sign-in sheet, and data.	6/7/2018 every-3-weeks
G1.B1.S2.A3 A372488	Implementation of additional data chats, through administrative and reading liaison support,...	Leitner, Margaret	10/3/2017	Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work	6/7/2018 weekly
G1.B1.S3.A1 A372489	Scheduled data chats every nine weeks.	Leitner, Margaret	10/2/2017	PD Agenda, sign-in sheet, and artifacts	6/7/2018 weekly
G1.B1.S3.A2 A372490	Conduct follow-up of data chats and instruction implementation by grade level and/or subject area...	Leitner, Margaret	10/2/2017	Administrative walk-throughs and participation in grade-level data chats, lesson planning/intervention, data, and data chat meeting minutes.	6/7/2018 weekly
G1.B1.S3.A3 A372491	Implementation of additional data chats, through administrative and instructional liaison support,...	Leitner, Margaret	10/2/2017	Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work.	6/7/2018 weekly
G1.MA1 M400618	Monitor effective implementation of data chats and instructional delivery.	Leitner, Margaret	10/2/2017	Scheduling of data chats, participating in data chats, agendas, minutes, sign-in sheets, results of FSA/SAT assessments.	6/8/2018 weekly
G1.B1.S3.MA1 M400612	Monitor effectiveness of data chats and instructional delivery based on data chat analysis.	Leitner, Margaret	10/2/2017	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/8/2018 weekly
G1.B1.S3.MA1 M400613	Monitor fidelity of data chat implementation and instructional delivery.	Leitner, Margaret	10/2/2017	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/8/2018 weekly
G1.B1.S4.MA1 M400614	Monitor effectiveness of data chats and instructional delivery based on data chat analysis.	Leitner, Margaret	10/2/2017	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/8/2018 weekly
G1.B1.S4.MA1 M400615	Monitor fidelity of data chat implementation and instructional delivery.	Leitner, Margaret	10/2/2017	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/8/2018 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.A1  A372492	Scheduled data chats every nine weeks.	Leitner, Margaret	10/2/2017	PD Agenda, sign-in sheet, and artifacts	6/8/2018 weekly
G1.B1.S4.A2  A372493	Conduct follow-up of data chats and instruction implementation by grade level and/or subject area...	Leitner, Margaret	10/2/2017	Administrative walk-throughs and participation in grade-level data chats, lesson planning/intervention, data, and data chat meeting minutes.	6/8/2018 weekly
G1.B1.S4.A3  A372494	Implementation of additional data chats, through administrative and instructional liaison support,...	Leitner, Margaret	10/2/2017	Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work.	6/8/2018 weekly

V. 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 Data chats between the administration and teachers to discuss the progress of the students are inconsistently scheduled.

G1.B1.S1 Reading - Stakeholders will analyze and utilize Reading data to develop instructional strategies to maximize the use of the instructional block. Students will master course content and skills as a result of rigorous & engaging instructional activities. Data will be used to ascertain strengths and weaknesses to plan/modify Reading instruction.

PD Opportunity 1

Conduct follow-up of data chats and instruction implementation by grade level and/or subject area during identified times and dates.

Facilitator

M. Denise Ferraorne, Principal; Erika Martinez, AP; Navia Gomez, PD Liaison

Participants

All instructional staff

Schedule

Every 3 Weeks, from 10/3/2017 to 6/7/2018

G1.B1.S2 Writing - Stakeholders will analyze and utilize Writing data to ascertain strengths and weaknesses to plan/modify instruction of the various modalities of writing throughout the writing process.

PD Opportunity 1

Scheduled data chats every nine weeks.

Facilitator

Assistant Principal, Erika Martinez; Reading Liaison, Jennifer Smith; PD Liaison, Navia Gomez

Participants

All Instructional Staff

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

G1.B1.S3 Math - Utilize Math data 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 content standard's cognitive complexity level. Data will be used to ascertain strengths and weaknesses to plan/modify Math instruction.

PD Opportunity 1

Scheduled data chats every nine weeks.

Facilitator

Math Liaison, Leyda Hughes and PD Liaison, Navia Gomez

Participants

All Instructional Staff

Schedule

Weekly, from 10/2/2017 to 6/7/2018

G1.B1.S4 Science - Implement consistent data chats 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. Data will be used to ascertain strengths and weaknesses to plan/modify Science instruction.

PD Opportunity 1

Scheduled data chats every nine weeks.

Facilitator

Science Liaison, Shirley Pico and PD Liaison, Navia Gomez, SECME Liaison, Eileen Caldera

Participants

All Instructional Staff

Schedule

Weekly, from 10/2/2017 to 6/8/2018

VII. Budget

1	G1.B1.S1.A1	Scheduled data chats every nine weeks.				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	School Improvement Funds		\$2,200.00
<i>Notes: Supplemental Resources</i>						

2	G1.B1.S1.A2	Conduct follow-up of data chats and instruction implementation by grade level and/or subject area during identified times and dates.	\$0.00
3	G1.B1.S1.A3	Implementation of additional data chats, through administrative and instructional liaison support, provided on an as-needed basis.	\$0.00
4	G1.B1.S2.A1	Scheduled data chats every nine weeks.	\$0.00
5	G1.B1.S2.A2	Conduct follow-up of data chat and instruction implementation by grade-level during identified times and dates.	\$0.00
6	G1.B1.S2.A3	Implementation of additional data chats, through administrative and reading liaison support, provided as needed.	\$0.00
7	G1.B1.S3.A1	Scheduled data chats every nine weeks.	\$0.00
8	G1.B1.S3.A2	Conduct follow-up of data chats and instruction implementation by grade level and/or subject area during identified times and dates.	\$0.00
9	G1.B1.S3.A3	Implementation of additional data chats, through administrative and instructional liaison support, provided on an as-needed basis.	\$0.00
10	G1.B1.S4.A1	Scheduled data chats every nine weeks.	\$0.00
11	G1.B1.S4.A2	Conduct follow-up of data chats and instruction implementation by grade level and/or subject area during identified times and dates.	\$0.00
12	G1.B1.S4.A3	Implementation of additional data chats, through administrative and instructional liaison support, provided on an as-needed basis.	\$0.00
Total:			\$2,200.00