Dante B. Fascell Elementary School

2022-23 Schoolwide Improvement Plan

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Dante B. Fascell Elementary School

15625 SW 80TH ST, Miami, FL 33193

http://dbfe.dadeschools.net/

Demographics

Principal: Rachel Pierre Louis

Start Date for this Principal: 8/8/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (84%) 2018-19: A (70%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

At Dante B. Fascell Elementary School our vision is to promote the love of learning for all our students, encouraging students to discover their full potential, fostering, and nurturing their curiosity, successes, and achievements. We also aspire to develop positive relationships with all stakeholders in the school community as we believe that it takes a village to inspire and guide a child in their overall development.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Jordan, Ann	Assistant Principal	As the instructional leaders at DBFE, the principal and assistant principal will provide the model for the use of data-based decision making and instruction, monitor its implementation, provide intervention support and documentation ensuring adequate professional development that will build capacity as well as improve systems for teaching efficacy. School-based plans will be communicated to all stakeholders on a quarterly basis. Administration will coordinate the submission and analysis of all data in a timely manner. They will monitor the focus calendar progress, encourage a supportive environment with conditions that are conducive to learning and meeting the needs of all students and provide technological instructional support.
Gamundi, Debra	Teacher, PreK	Working alongside the AP, the Instructional Leadership Team will identify students needs by analyzing, disaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. Instructional 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.
Pico, Shirley	Teacher, K-12	Working alongside the AP, the Instructional Leadership Team will identify students needs by analyzing, disaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. Instructional 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.
Gomez, Navia	SAC Member	Working alongside the AP, the Instructional Leadership Team will identify students needs by analyzing, disaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. Instructional 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.
Mancebo, Carlos	Teacher, K-12	Working alongside the AP, the Instructional Leadership Team will identify students needs by analyzing, disaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. Instructional 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.
Pierre-Louis, Rachel	Principal	As the instructional leaders at DBFE, the principal and assistant principal will provide the model for the use of data-based decision making and instruction, monitor its implementation, provide intervention support and documentation

Name	Position Title	Job Duties and Responsibilities
		ensuring adequate professional development that will build capacity as well as improve systems for teaching efficacy. School-based plans will be communicated to all stakeholders on a quarterly basis. Administration will coordinate the submission and analysis of all data in a timely manner. They will monitor the focus calendar progress, encourage a supportive environment with conditions that are conducive to learning and meeting the needs of all students and provide technological instructional support.

Demographic Information

Principal start date
Monday 8/8/2022, Rachel Pierre Louis

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
20

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
25

Total number of students enrolled at the school
275

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	51	59	44	53	50	67	0	0	0	0	0	0	0	324
Attendance below 90 percent	4	4	4	5	4	4	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	1	3	3	0	0	0	0	0	0	0	0	13
Course failure in Math	0	4	0	0	8	6	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	6	4	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	5	4	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	9	7	15	13	17	0	0	0	0	0	0	0	61

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	1	9	8	5	0	0	0	0	0	0	0	29

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

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

Date this data was collected or last updated

Thursday 8/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	54	42	53	45	65	0	0	0	0	0	0	0	293
Attendance below 90 percent	0	6	1	5	4	3	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	5	1	3	4	0	0	0	0	0	0	0	15
Course failure in Math	0	1	1	3	5	5	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	7	7	16	18	11	0	0	0	0	0	0	0	59

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	1	1	3	3	0	0	0	0	0	0	0	12

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	54	42	53	45	65	0	0	0	0	0	0	0	293
Attendance below 90 percent	0	6	1	5	4	3	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	5	1	3	4	0	0	0	0	0	0	0	15
Course failure in Math	0	1	1	3	5	5	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	7	7	16	18	11	0	0	0	0	0	0	0	59

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	4	1	1	3	3	0	0	0	0	0	0	0	12

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	80%	62%	56%				78%	62%	57%
ELA Learning Gains	89%						69%	62%	58%
ELA Lowest 25th Percentile	92%						68%	58%	53%
Math Achievement	79%	58%	50%				82%	69%	63%
Math Learning Gains	89%						67%	66%	62%
Math Lowest 25th Percentile	84%						55%	55%	51%
Science Achievement	73%	64%	59%				74%	55%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	60%	10%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	77%	64%	13%	58%	19%
Cohort Comparison		-70%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	91%	67%	24%	62%	29%
Cohort Comparison		0%				
04	2022					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-91%				
05	2022					
	2019	73%	65%	8%	60%	13%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	53%	16%	53%	16%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	65	75		65	75		53				
ELL	81	95	94	83	91	92	69				
HSP	80	90	91	79	88	84	71				
FRL	82	89	95	82	91	86	74				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	49	20		43			10				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	71	63	50	66	34	43	44				
HSP	70	59	44	65	33	40	46				
FRL	71	56	36	70	33	43	47				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	48	28		54	44						
ELL	77	73	76	82	68	61	67				
HSP	78	68	68	82	67	56	72				
FRL	78	69	69	81	63	54	71				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	81
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	649
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	68
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	84
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	81
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	82
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Reading achievement data reflects a trend of 3% increase of students demonstrating Mastery. 2022 FSA Math Learning Gains, for all students, reflect 22% point increase over 2021 performances. Florida Science Assessment results have increased 21% points in 2022.

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

Based on 2022 state Assessment data, a need for improvement in both Reading and Math is evident for incoming 4th grade students. The results of the 2022 state assessments show 5% decrease from 68% to 63% in ELA. The results of the 2022 state assessments show 9% decrease from 63% to 54% in Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Specific contributing factors for this need of improvement include the effects of the pandemic, resulting in a non-traditional educational setting, loss of effective early basic skill instruction in the lower grades and a decrease in attendance affecting instructional learning. We need to focus more resources on ensuring that students are proficient with the basic skills in both Math and Reading to help improve this pandemic related learning loss. We would need to monitor attendance, developing incentives that will encourage student attendance and also focus specifically on students that are working below grade level as a result of the contributing factors.

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

A review of 2022 Florida Standards Assessment results indicates the lowest 25% in both Math and Reading showed significant improvement on the 2022 state assessments, with Reading increasing from 44% to 95% and Math increasing 44% to 86%.

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

Contributing factors to the improvement include the implementation of Intervention, iReady monitoring, diagnostic reports, and differentiated instruction targeting the lowest 25%. In addition, tutoring both during and after school, and quarterly data chats were also contributing factors.

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

Strategies to be implemented to continue to accelerate learning outcomes is the continuation of progress monitoring, differentiated instruction with specific subgroups, facilitating ongoing data chats with and among students and teachers, and tutoring in both Math and Reading.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Leadership Team and PLST will identify and facilitate professional development opportunities focused on the implementation of the B.E.S.T. Standards. The implementation of existing PLCs/Teams will be enhanced, and vertical planning and articulation activities will increase. Additional professional development opportunities that address social-emotional learning, instructional technology, effective inclusive practices, will be provided to faculty and staff.

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

Master schedules were developed with primary consideration being given to a structure that facilitates the provision of supports to students in need of them. Staff is assigned, and deliberately scheduled, in a manner that supports the consistent and effective provision of instructional supports. Tutoring services will continue, as well as intervention being provided in both Reading and Mathematics.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on 2022 State Assessment data, a need for improvement in Reading is evident for incoming 4th grade students. The results of the 2022 State Assessments show 5 percentage points from 68 percent to 63 percent in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of 4th grade students demonstrating proficiency on the 2023 Statewide ELA Assessment will rise to at least 66 percentage points as evidenced by the 2023 Statewide Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The fidelity of implementation will be assessed and ensured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. Results of Unit Assessments and mini-assessments will be reviewed and discussed through grade-level/ department and individual data chats, and findings used to inform instructional adjustments. A review of department meetings will also reflect the implementation of collaborative and reflective activities. The effectiveness of strategies will be determined through the quarterly review of student performances by the Leadership Team, and findings will be shared with selected faculty and staff to support instructional improvements.
Person responsible for monitoring outcome:	Ann Jordan (ajordan@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Within the Standards-Aligned instruction, an ongoing teaching and learning cycle that insures all students have opportunities to maximize their learning, B.E.S.T. Reading standards will be reviewed and used to align/ensure, the teaching of annual assessed benchmarks. Collaborative data chats will be employed to analyze student performances and determine the necessary adjustments to drive future instruction. Discussions will also address activities and strategies for the remediation or enrichment of students based on data. Additionally, these data-focused discussions will provide opportunities for teachers to communicate any additional needs for support from the administrations and/or Leadership Team as they implement focused instructional plans.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The Standards-Aligned instruction is the process of ensuring that the specified curriculum is consistent with enabling students to reach the milestones outlined in the standards. By focusing on these standards, and providing instructional differentiation to ensure all students make progress toward proficiency, instructional efforts, are more likely to yield positive outcomes.

Action Steps to Implement

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

8/22 - 10/14: Teachers will attend B.E.S.T. standards training to familiarize themselves with the new curriculum to drive instructional planning.

Person Responsible   Ann Jordan (ajordan@dadeschools.net)

8/22 - 10/14: Data chats between teacher and administration will be held and then utilized to drive instruction and give teachers an opportunity to share best practices.

Person Responsible   Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

8/22 - 10/14: Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible   Ann Jordan (ajordan@dadeschools.net)

8/22 - 10/14: Teachers will use formative assessments to identify students in need of intervention/ enrichment to ensure student learning gains and proficiency.

Person Responsible   Ann Jordan (ajordan@dadeschools.net)

10/31 - 12/16: Due to the ongoing need for new standardized training, on-site in-depth B.E.S.T. training will be conducted to ensure teachers are well versed with the standards.

Person Responsible   Navia Gomez (237245@dadeschools.net)

10/31 - 12/16: Monthly dissemination of information gathered from the Intervention Specialist and ICADs training will transpire to guarantee teachers are receiving up-to-date instruction.

Person Responsible   Carlos Mancebo (c1mancebo@dadeschools.net)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The review of the 2022 Climate Survey data indicated that only 27 percent of our teachers felt supported by the principal as opposed to 2021 School Climate Survey. Strong teacher-administrator relationships cultivate a positive school culture, which in turn lead to better staff morale that ultimately impacts classroom instruction.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	At the end of the school year, the 2023 School Climate Survey will show a minimum of 70 percent of the teachers feeling supported by the principal.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Grade level chairs will meet quarterly during planning time with their colleagues to discuss the steps of the action plan. As a result grade level chairs will verify the action steps are being followed and report these findings to the Leadership Team who will provide a summary to administration.
Person responsible for monitoring outcome:	Ann Jordan (ajordan@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence based strategy being used is Empowering Others. Research shows that when employees feel empowered at work, it is associated with stronger job performance, job satisfaction, and commitment to the organization as a whole.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale for selecting Empowering Others is that in this manner teachers will be encouraged to share ideas with the principal and spearhead programs that will positively impact the school.

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

8/22 - 10/14: Principal will instill an open door policy to encourage teachers to have the opportunity to be heard and a suggestion box created where teachers may leave suggestions/comments.

Person Responsible	Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

8/22 - 10/14: Principal will make it a point to applaud teacher accomplishments verbally, leave notes, celebrate teacher led initiatives in order to increase staff morale.

Person Responsible	Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

8/22 - 10/14: Principal will share teacher achievements via Social Media, Morning Announcements, Faculty Meetings to enhance staff relationships.

Person Responsible	Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

8/22 - 10/14: Team building activities with principal will take place during faculty meetings where we get to know one another in another light and as a result build upon teacher/administration relationships.

Person Responsible	Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

10/31 - 12/16: Teacher(s) will invite principal to visit during specified lessons in order to be given the opportunity to showcase their teaching talents.

Person Responsible   Ann Jordan (ajordan@dadeschools.net)

10/31 - 12/16: Monthly Open Forum between teachers and administration to deliberate suggestions and/or comments in order to continue to have an open line of communication.

Person Responsible   Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Staff Morale

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The school data reviewed shows that due to the pandemic, teachers found it difficult to work collaboratively. In turn this had a negative effect in teachers communicating effectively with one other, planning as a grade level, and participating in team building activities which proved to impede collegiality among staff. As a result, the 2022 Staff School Climate Survey, 27% strongly agreed/ agreed that staff morale is high at school.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Results of the 2023 Staff School Climate Survey will reflect a 43-percentage point increase in staff who feel morale is high at the school.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will continue to provide professional development in-service that will address the needs of our teachers. We will also implement team-building activities and protocols to increase staff morale at school. Quarterly surveys will be conducted to determine staff perceptions and strategies to address needs. Building a School Spirit Team to review results and create activities related to increasing school morale will assist in achieving this goal.
Person responsible for monitoring outcome:	Ann Jordan (ajordan@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	A focus on collective efficacy communicates that through collective action, we can positively influence staff's vision and morale.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	In choosing Collective Efficacy, research shows high morale results in increased teamwork! High morale brings about heightened levels of job satisfaction and general feelings of wellbeing. As a result, individuals are more inclined to work together and collaborate as a well-functioning, cohesive unit.

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

8/22 - 10/14: Administration will create a "Getting To Know You Survey" to help improve the efficiency of strengthening bonds and establishing relationships among teachers.

Person Responsible   Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

8/22 - 10/14: Build teacher capacity by facilitating Professional Development opportunities.

Person Responsible   Navia Gomez (237245@dadeschools.net)

8/22 - 10/14: Conduct Team Building activities during faculty meetings.

Person Responsible   Shirley Pico (spico1@dadeschools.net)

8/22 - 10/14: Create a Shout Out Wall to acknowledge teachers achievements as well as post on Social Media.

Person Responsible   Navia Gomez (237245@dadeschools.net)

10/31 - 12/16: Live Morning Announcements via Zoom/PA will commence in order to improve communication amongst staff.

Person Responsible   Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

10/31 - 12/16: Social gatherings outside of school hours to encourage staff to get to know each other on a more personal level, improve communication, and encourage personal, one-on-one interaction.

Person Responsible   Debra Gamundi (dgamundi@dadeschools.net)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on 2022 State Assessment data, a need for improvement in Mathematics is evident for incoming 4th grade students. The results of the 2022 State Assessments show nine percentage points decrease from 63 percent to 54 percent as reflected in the 2021 State Assessment in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of 4th grade students demonstrating proficiency on the 2023 Statewide Mathematics Assessment will rise to at least 60%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. Results of Unit Assessments and mini-assessments will be reviewed and discussed through grade-level/ department and individual data chats, and findings used to inform instructional adjustments. A review of department meetings will also reflect the implementation of collaborative and reflective activities. The effectiveness of strategies will be determined through the quarterly review of student performances by the Leadership Team, and findings will be shared with selected faculty and staff to support instructional improvements.
Person responsible for monitoring outcome:	Ann Jordan (ajordan@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the targeted element of Collaborative Data Chats our school will promote students to function in a creative/teamwork manner. Math standards will be reviewed and used to align/ensure, the teaching of annual assessed benchmarks. Collaborative data chats will be employed to analyze student performances and determine the necessary adjustments to drive future instruction. Discussions will also address activities and strategies for the remediation or enrichment of students based on data. Additionally, these data-focused discussions will provide opportunities for teachers to communicate any additional needs for

implemented for this Area of Focus.	support from the administrations and/or Leadership Team as they implement focused instructional plans.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Collaborative Data Chats will warrant the teachers to create a collaborative school atmosphere. The deliberate alignment of instructional planning and mode of delivery to specifically address annually assessed standards is a best practice. By focusing on these standards, and providing instructional differentiation to ensure all students make progress toward proficiency, instructional efforts and collaboration, are more likely to yield positive outcomes. The implementation of data chats and evaluative conversations regarding the implications of performance data on instructional planning and delivery, will contribute directly to performance improvements. Data chats will provide a forum through which additional needs for support from the administration/Leadership Team can be communicated and subsequently, met.

Action Steps to Implement

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

8/22 - 10/14: Emphasize alignment of the mathematics curriculum with the new B.E.S.T. state standards with frequent monitoring of benchmark assessments to determine student mastery of the standards.

Person Responsible	Ann Jordan (ajordan@dadeschools.net)

8/22 - 10/14: Differentiated classroom instruction, flexible grouping, and immediate intervention for students who are not mastering math standards for more personalized individual instruction.

Person Responsible	Ann Jordan (ajordan@dadeschools.net)

8/22 - 10/14: Continuous classroom assessment which is focused on specific benchmarks and monitoring progress using the data to differentiate instruction and ensure that benchmarks are being addressed.

Person Responsible	Ann Jordan (ajordan@dadeschools.net)

8/22 - 10/14: Focus on collaborative team meetings in order to identify the need of specific data which then drives classroom instruction and give teachers an opportunity to share best practices.

Person Responsible	Ann Jordan (ajordan@dadeschools.net)

10/31 - 12/16: Due to the ongoing need for new standardized training, on-site in-depth B.E.S.T. training will be conducted to ensure teachers are well versed with the standards.

Person Responsible	Shirley Pico (spico1@dadeschools.net)

10/31 - 12/16: Monthly dissemination of information from ICADs Coach Academy training will be shared to instructional staff.

Person Responsible	Shirley Pico (spico1@dadeschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

At Dante B. Fascell Elementary we pride ourselves in knowing that we have created an inclusive school culture where all students can feel safe, where parents know they can access resources and support, and where all faculty and staff are equipped with the strategies and information needed to address a wide variety of social, emotional, and mental health/wellness issues.

Due to the fact that all students are given same opportunities at Dante B. Fascell, we are able to promote positive classroom and school environment. All students receive support in the classroom (no singled-out), there is strong communication amongst families. We have an active Community Involvement Specialist who supports our families and community who also partnerships with the community businesses and leaders. We also provide monthly Social Emotional Learning presentations to provide mental health support and determine needs if any.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Leaders, Counselor, CIS, and the Title I CSS. These individuals constitute the school's Leadership Team. In addition to the Leadership Team, the school's EESAC and PTA provide additional support and guidance in maintaining a positive school culture.
The Principal's role is to provide overall administrative and instructional leadership for all faculty and staff, as well as a common vision and instructional leadership for data-based decision-making, oversees all the school's initiatives, and responds to concerns raised by staff and stakeholders.
The Assistant Principal will support the development and implementation of Social/Emotional and Wellness initiatives for students, staff, and stakeholders, ensuring compliance with program and activity monitoring and facilitating evaluations of the same.
The Counselor (Guidance Counselor, Student Support Specialist, and Mental Health Counselor) will primarily be tasked with the implementation of Social/Emotional and Wellness initiatives and activities for students, staff, and stakeholders, sharing information with the Leadership Team and school community in order to inform revisions to initiatives.
Community Involvement Specialist will assist by providing and responding to feedback from stakeholders.
All stakeholders are responsible for making specific efforts to connect and build relationships with students, staff, parents, and families.