Dante B. Fascell Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Dante B. Fascell Elementary School

15625 SW 80TH ST, Miami, FL 33193

http://dbfe.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Pierre-Louis, Rachel	Principal	The Principal plays a critical role in developing the SIP to ensure the school's continuous improvement. The duties in this process can be outlined as follows: Leadership and Vision Setting: The principal takes the lead in guiding the development of the SIP. They provide the overarching vision for the school's improvement efforts and ensure that the plan aligns with the school's mission, values, and long-term goals. Data Analysis: The principal gathers and reviews various types of data, such as student achievement data, attendance rates, discipline records, and feedback from teachers, students, and parents. They use this data to identify areas of improvement and prioritize which aspects of the school need attention. Goal Setting: Based on the data analysis, the principal collaborates with staff, including the assistant principal, to establish specific and measurable goals for improving academic performance, school climate, student engagement, and other relevant areas. Collaboration: The principal works closely with teachers, department heads, and other administrative staff to foster a collaborative environment for developing the SIP. They encourage input and feedback from all stakeholders to ensure the plan's effectiveness and relevance. Action Planning: The principal leads the process of creating action plans that outline the strategies, initiatives, and activities that will be undertaken to achieve the established goals. These action plans need to be specific, time-bound, and achievable. Resource Allocation: The principal is responsible for allocating resources, such as funding, personnel, and materials, to support the implementation of the SIP. They ensure that the necessary resources are available to carry out the planned initiatives. Monitoring and Evaluation: Throughout the implementation of the SIP, the principal monitors progress toward the goals and makes adjustments as needed. They regularly review data and reports to track the effectiveness of the strategies and make informed decisions.
Mancebo, Carlos	Teacher, K-12	Working alongside the Administrative Team, 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.

Name	Position Title	Job Duties and Responsibilities
Robleto, Leslie	ELL Compliance Specialist	Working alongside the Administration Team, 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.
Gamundi, Debra	Teacher, PreK	Working alongside the Administrative Team, 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.
Cantin, Lisa	Teacher, K-12	Working alongside the Administartive Team, 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.
	Assistant Principal	The Assistant Principal plays a critical role in developing the SIP to ensure the school's continuous improvement. The duties in this process can be outlined as follows: Data Collection and Analysis: The assistant principal works alongside the principal in gathering and analyzing data related to student performance, school climate, and other relevant metrics. They contribute to identifying areas of improvement based on data insights. Collaboration and Communication: The assistant principal collaborates with teachers, staff, and other stakeholders to gather feedback and insights about the school's strengths and challenges. They help facilitate open lines of communication and ensure that diverse perspectives are considered. Action Planning: The assistant principal assists in creating detailed action plans for each goal identified in the SIP. They help outline the steps, responsibilities, and timelines for implementing strategies and initiatives. Professional Development: The assistant principal may be responsible for coordinating professional development opportunities for teachers and staff to

Name	Position Title	Job Duties and Responsibilities
		enhance their skills and knowledge in areas relevant to the SIP goals. Monitoring Progress: The assistant principal plays a role in monitoring the progress of the initiatives outlined in the SIP. They help track the implementation of action plans, gather data on outcomes, and contribute to progress reports. Support and Accountability: The assistant principal provides support to teachers and staff members involved in the implementation of the SIP. They offer guidance, troubleshoot challenges, and ensure that everyone is accountable for their roles in the improvement process. Reporting and Evaluation: The assistant principal contributes to the regular reporting and evaluation process, providing insights on the effectiveness of strategies and suggesting adjustments when necessary.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Developing a School Improvement Process (SIP) involves a comprehensive approach to gathering input from various stakeholders, including the leadership team, teachers and school staff, parents, families, and business or community leaders. The goal is to create a collaborative and effective plan for enhancing the school's performance and addressing its specific needs. Here's an overview of the process:

Identify Stakeholders:
Start by identifying the key stakeholders who should be involved in the SIP development process. This includes representatives from the school leadership team, teachers, support staff, parents, students, families, and possibly business or community leaders who have a vested interest in the school's success.

Communication and Engagement:
Establish a clear communication plan to reach out to each stakeholder group. Use a variety of methods such as meetings, surveys, focus groups, workshops, and online platforms to engage stakeholders in the process. Explain the purpose of the SIP and how their input will contribute to the improvement of the school.

Initial Data Collection:
Gather existing data and information about the school's performance, strengths, weaknesses, challenges, and opportunities. This data will serve as a foundation for discussions and decision-making during stakeholder engagements.

Stakeholder Consultation:
Conduct separate consultation sessions with each stakeholder group to gather their insights,

perspectives, and ideas. Tailor the approach to suit the needs of each group. For example:

School Leadership Team: Engage in strategic discussions about school goals, priorities, and strategies.
Teachers and School Staff: Discuss classroom-level challenges, professional development needs, and potential instructional improvements.
Parents, Families, and Community: Understand their expectations, concerns, and suggestions for enhancing parental involvement and community engagement.

Review and analyze the input received from stakeholders. Look for common themes, patterns, and areas of consensus. Identify key issues that need to be addressed in the SIP.

SIP Development:
Form a working group that includes representatives from various stakeholder groups, including teachers, parents, school leadership, and possibly community/business leaders. Collaboratively develop the School Improvement Process based on the gathered input. This process should outline goals, strategies, action steps, and a timeline for implementation.

Validation and Feedback:
Share the drafted SIP with the stakeholder groups for validation and feedback. Ensure that their perspectives have been accurately reflected in the plan. Address any concerns or suggestions that arise.

Finalization of SIP:
Incorporate the feedback into the SIP and finalize the document. Clearly outline roles, responsibilities, and accountability for each stakeholder group in the implementation of the plan.

Communication and Transparency:
Communicate the finalized SIP to all stakeholders. Provide information about the key elements of the plan, the rationale behind decisions, and how progress will be tracked and reported.

Implementation and Monitoring:
Put the SIP into action. Regularly monitor progress, gather data on the effectiveness of implemented strategies, and make adjustments as needed. Maintain open lines of communication with stakeholders throughout the implementation phase.

Involving a diverse range of stakeholders in the School Improvement Process development process ensures that the plan is well-rounded, addresses a variety of needs, and garners broad support for its successful implementation.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring the SIP is a crucial aspect of ensuring its effective implementation and assessing its impact on student achievement, especially for those students facing significant achievement gaps. Here's how the monitoring process works, along with how the plan will be revised for continuous improvement:

1. Data Collection and Analysis:
Regular data collection is essential to monitor the progress of the SIP. The school will gather various types of data, including academic assessments, standardized test scores, attendance records, graduation rates, and other relevant indicators. These data points will be disaggregated to identify disparities among different student groups, particularly those with the greatest achievement gaps.

2. Goal Tracking:
The SIP outlines specific goals and objectives designed to address the identified challenges and close the achievement gaps. These goals could include improving specific subject area proficiency, increasing graduation rates, or enhancing student attendance. Progress toward these goals will be tracked using baseline data and periodic assessments.

3. Performance Reviews:
Regular performance reviews will be conducted to assess the effectiveness of strategies and interventions outlined in the SIP. These reviews could be led by a designated SIP team, which includes administrators, teachers, specialists, and possibly community members. The team will analyze data trends and discuss the alignment of current practices with the SIP's objectives.

4. Stakeholder Involvement:
Engagement with stakeholders is vital for effective monitoring. This includes involving teachers, parents, students, and community members in the assessment of progress. Their feedback will provide valuable insights into the practicality and impact of the SIP.

5. Continuous Improvement Process:
To ensure continuous improvement, the school will follow these steps:

a. Analysis of Results:
The performance reviews will identify areas where the SIP is making positive strides and areas where improvements are needed. Attention will be given to both overall student achievement and the reduction of achievement gaps.

b. Identifying Challenges:
In areas where the SIP is not meeting its intended goals or where the achievement gaps persist, the SIP team will identify specific challenges or obstacles that hinder progress.

c. Revision of Strategies:
Based on the analysis, the school will revise strategies and interventions within the SIP. This might involve updating teaching methods, realigning resources, modifying professional development plans, or implementing additional support services.

d. Setting New Goals:
Revised goals will be set to address the identified challenges and to build on the successes of the SIP. These goals will be specific, measurable, achievable, relevant, and time-bound (SMART).

e. Implementation of Revisions:
The revised strategies will be implemented, and the school will closely monitor their impact on student achievement. Frequent check-ins will allow for swift adjustments if progress stalls.

6. Ongoing Data Monitoring:
The cycle of data collection, analysis, and goal tracking will continue, ensuring that the school remains on track to meet its objectives and that any necessary course corrections are made promptly.

7. Reporting and Transparency:
Regular updates on SIP progress will be communicated to all stakeholders. Transparency fosters trust and encourages collaboration among teachers, parents, students, and the community.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	95%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days		4	4	4	5	4	4	0	0	0	25
One or more suspensions		0	0	0	0	0	0	0	0	0	
Course failure in ELA		0	6	1	3	3	0	0	0	0	13
Course failure in Math		0	4	0	0	8	6	0	0	0	18
Level 1 on statewide ELA assessment		0	0	0	9	6	4	0	0	0	19
Level 1 on statewide Math assessment		0	0	0	13	5	4	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		0	9	7	15	13	17	0	0	0	61

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	4	4	5	4	4	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	1	3	3	0	0	0	0	13
Course failure in Math	0	4	0	0	8	6	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	9	6	4	0	0	0	19
Level 1 on statewide Math assessment	0	0	0	13	5	4	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	7	15	13	17	0	0	0	61

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	72	60	53	80	62	56	71		
ELA Learning Gains				89			60		
ELA Lowest 25th Percentile				92			44		
Math Achievement*	78	66	59	79	58	50	68		
Math Learning Gains				89			33		
Math Lowest 25th Percentile				84			44		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	67	58	54	73	64	59	46		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	63	63	59	63			60		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	81
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	649
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

		2022-23 ESSA SUBGROUP DATA SUMMARY		
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	59			
ELL	70			
AMI				
ASN				
BLK				
HSP	68			
MUL				
PAC				
WHT				
FRL	68			

		2021-22 ESSA SUBGROUP DATA SUMMARY		
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	68			
ELL	84			
AMI				
ASN				
BLK				
HSP	81			
MUL				
PAC				
WHT				
FRL	82			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	72			78			67					63
SWD	61			64							3	52
ELL	74			80			67				5	63
AMI												
ASN												
BLK												
HSP	71			78			68				5	63
MUL												
PAC												
WHT												
FRL	70			77			80				5	61

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	80	89	92	79	89	84	73					63
SWD	65	75		65	75		53					72
ELL	81	95	94	83	91	92	69					63
AMI												
ASN												
BLK												
HSP	80	90	91	79	88	84	71					63
MUL												
PAC												
WHT												
FRL	82	89	95	82	91	86	74					60

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	71	60	44	68	33	44	46					60
SWD	49	20		43			10					53
ELL	71	63	50	66	34	43	44					60

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK												
HSP	70	59	44	65	33	40	46					59
MUL												
PAC												
WHT												
FRL	71	56	36	70	33	43	47					63

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	56%	5%	54%	7%
04	2023 - Spring	61%	58%	3%	58%	3%
03	2023 - Spring	51%	52%	-1%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	72%	63%	9%	59%	13%
04	2023 - Spring	70%	64%	6%	61%	9%
05	2023 - Spring	67%	58%	9%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	50%	1%	51%	0%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

2023 FAST ELA results showed the lowest performance. The data showed 75% proficiency when compared to 80% on the 2022 FSA ELA. This represents a 5% decrease in proficiency for students from accountability groups.

Contributing factors:

Online Test Transition: The transition from paper-based testing to online testing can impact student performance due to factors like technical difficulties, unfamiliarity with the online platform, and potential challenges with reading and answering questions on a screen.

Curriculum Changes: Changes in the curriculum, teaching methods, or instructional materials could impact student performance. The curriculum was changed from Florida Standards to B.E.S.T. Standards and teachers had to adapt to new teaching approaches.

Learning Disruptions due to COVID-19: The ongoing impact of the COVID-19 pandemic might have led to learning disruptions, including remote learning challenges, reduced in-person instructional time, and changes in the learning environment. These disruptions could have affected students' engagement, focus, and overall learning outcomes.

Learning Loss: The cumulative effects of learning loss over multiple academic years might have started to manifest in the 2023 FAST ELA results. Learning loss occurs when students don't have access to quality education for extended periods, leading to gaps in their knowledge and skills.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from the prior year was in science. The data showed 63% proficiency when compared to 73% on the 2022 NGSS Science test. This represents a 10% decrease in proficiency for students in accountability groups.

Contributing factors may include:

Students in accountability groups that lacked adequate science instruction, specifically those who did not receive comprehensive science fair game instruction before grade 5, might have been at a disadvantage. Early exposure to hands-on science activities and experimentation is crucial for building a solid foundation in scientific concepts and critical thinking skills.

The absence of hands-on opportunities in science labs can have a significant impact on student understanding and engagement. Science education heavily relies on practical application and experimentation, which helps students grasp complex concepts more effectively. A lack of access to well-equipped science labs could hinder students' ability to explore and experiment, leading to reduced proficiency in the subject.

Resource Constraints: School had limited resources to provide the necessary materials, equipment, and

technology to facilitate hands-on learning experiences. Without these resources, students missed out on crucial opportunities to engage with science in a meaningful way.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap was found when comparing the 2023 FAST ELA at the school site. Thirty four percent of all Grade 3 students (Including ELL less than 2 years) scored at a Level 1 when compared to 21% in Grade 4 and 22% in Grade 5.

Grade 3 students in the 2023 FAST ELA assessment performed significantly worse compared to Grade 4 and 5 students. The gap in performance could be attributed to a variety of contributing factors, some of which might include:

Assessment Format and Stress: Younger students might not be as familiar with standardized test formats and could experience increased stress during testing. This stress might affect their ability to concentrate and perform to their fullest potential.

Limited Language Proficiency (ELL Students): English Language Learners (ELL) who have been in the education system for less than two years might face language barriers that impact their ability to perform well on English Language Arts assessments. Limited language proficiency could lead to lower scores, especially on reading and comprehension tasks.

Developmental Differences: Grade 3 students are at a critical developmental stage. The cognitive and academic skills required for standardized assessments might not have fully developed in some students. This could contribute to lower scores compared to older students in Grades 4 and 5.

Which data component showed the most improvement? What new actions did your school take in this area?

2023 FAST Math results showed the most improvement. The data showed 82% proficiency when compared to 79% on the 2022 FSA Math. This represents a 3% increase in proficiency for students from accountability groups.

Contributing factors:
After-School Tutoring: The improvement in math proficiency could be attributed, at least in part, to after-school tutoring. This tutoring likely provided additional support to students, both for remediation (addressing areas of struggle) and enrichment (providing more advanced material to those excelling).

CCHL Support: Spanish teachers played a role in providing Content and Language Integrated Learning (CCHL) support to English Language Learner (ELL) students during math instruction. This suggests that language barriers could have been a factor affecting ELL students' math proficiency, and the additional language support helped bridge the gap.

Focused Instructional Strategies: Schools and educators have implemented more focused and effective instructional strategies to address specific areas of difficulty in math. These strategies have included targeted interventions, differentiated instruction, and the use of evidence-based teaching methods.

Data-Driven Decision Making: School has analyzed the data from the 2022 FSA Math results to identify specific weaknesses and gaps in students' math skills. This data-driven approach has informed the design of instructional plans that directly addressed these areas of concern.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An average of 21.7% of students had 16 absences or more. Most of these students are in our self-contained IND Units, they require frequent physical therapies and medical treatment. Attendance Monitoring and Early Intervention. To address this concern, the school will improve:

Implement a robust attendance monitoring system that can quickly identify students with a high number of absences. This would allow for early intervention to understand the reasons behind their absences and provide appropriate support.

Individualized Support Plans: Develop individualized support plans for students in the self-contained IND Units. These plans should take into account their specific medical needs and therapy requirements, making provisions for accommodating their treatments while minimizing disruptions to their education.

Collaboration with Medical Professionals: Foster a strong partnership with medical professionals who are treating these students. Regular communication with doctors, therapists, and other healthcare providers can help in aligning academic and medical schedules, ensuring that students receive the necessary care without missing out on their education.

Parent and Guardian Involvement: Engage parents and guardians of these students in the improvement process. Regular meetings and communication can help to identify challenges and solutions, while also building a support network for both students and their families.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Priorities for school improvement in the upcoming year include:

Student Engagement and Support:
Focusing on strategies to enhance student engagement, providing differentiated instruction, and implementing programs that support students' social-emotional well-being. This might involve creating clubs, mentoring programs, or workshops to address students' individual needs.

Curriculum Enhancement:
Reviewing and updating the curriculum to ensure it is aligned with current educational standards, includes diverse perspectives, and promotes critical thinking and problem-solving skills. This priority could involve revising lesson plans, incorporating project-based learning, and integrating real-world applications.

Professional Development for Teachers:
Investing in ongoing professional development for teachers to stay up to date with the latest teaching methodologies, educational technologies, and classroom management techniques. This can lead to improved instructional quality and student outcomes.

Technology Integration:
Integrating technology effectively into the classroom to enhance learning experiences. This might include providing teachers with training on using digital tools, ensuring equitable access to technology for all students, and exploring innovative ways to use technology to support teaching and learning.

Parent and Community Engagement:
Strengthening relationships between the school, parents, and the local community. This can involve hosting regular meetings, workshops, and events to involve parents in their children's education, as well as partnering with community organizations to provide additional resources and support.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 NGSSS Science assessment, 62 percent of 5th grade students were proficient. This is a decrease of 11 percentage points from the Spring 2022 results, where the proficiency level was 73 percent. Based on the data, the identified contributing factor was the lack of fidelity of lab usage and hands-on learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The results of the Fifth Grade NGSSS Science assessment will show a 3-percentage increase in the number of students reaching proficiency.

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 topic assessments will be reviewed and discussed through grade-level/department and individual data chats. Findings will be 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 review of student performances on the pre, mid-year and posttests by the Leadership Team. Findings will be shared with selected faculty and staff to support instructional improvements.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The NGSS Science Standards will be reviewed and used to align the teaching of annual assessed benchmarks. Collaborative data chats will be conducted 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 administration and/or Leadership Team as they implement focused instructional plans.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By focusing on the NGSS Science Standards, the teacher will provide opportunities for differentiated instruction to ensure all students make progress toward proficiency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers' schedules will reflect 1 hour of uninterrupted weekly Science lab time to ensure sufficient time for teachers to implement essential hands-on activities.

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

By When: 8/14-9/29

CCHL instruction will be conducted to support the subgroups.

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

By When: 8/14-9/29

Teachers will attend NGSS standards training to refresh themselves with the curriculum to drive instructional planning.

Person Responsible: Navia Gomez (237245@dadeschools.net)

By When: 8/14-9/29

Teachers will be responsible, each month, for submitting evidence to administration of a completed lab activity.

Person Responsible: Shirley Pico (spico1@dadeschools.net)

By When: 8/14-9/29

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 State Assessment data, a need for improvement in Reading is evident. The overall results of the 2023 State Assessments shows a 5 percentage point decrease from 80 percent of students being proficient in ELA to 75 percent.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of students demonstrating proficiency on the 2024 Statewide ELA Assessment will rise to at least 78 percentage points as evidenced by the 2024 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:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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)

By When: 8/14-9/29

Addition of 3rd grade to the departmentalization model will be implemented to allow the ELA teacher to focus on maximizing content knowledge.

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

By When: 8/14-9/29

Collaborative planning across grade levels to ensure the scaffolding of standards are being met with fidelity.

Person Responsible: Carlos Mancebo (c1mancebo@dadeschools.net)

By When: 8/14-9/29

Interventions will be conducted by separating Tier II/III according to their specific needs.

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

By When: 8/14-9/29

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The school data showed that 29% of the staff strongly agreed/agreed that staff morale is high. This was a 2% increase from last year. The overall percentage demonstrated that many of the staff feels the staff morale continues to be low.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of staff members who feel that morale at our school is high will increase by 41 percent as evidenced on the 2024 Staff School Climate Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will create a committee to communicate with staff and review results of surveys provided to staff to determine their perceptions, as to why morale is low and strategies needed to address this issue.

Person responsible for monitoring outcome:

Carlos Mancebo (c1mancebo@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

A focus on collective efficacy communicates that through collective action staff's vision and morale can be positively influenced.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In choosing Collective Efficacy, research shows morale results increase teamwork! High morale brings about heighten levels of job satisfaction and general feelings of well-being. As a result, individuals are more inclined to work together and collaborate as a well-functioning cohesive unit.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The committee will meet to design a questionnaire and plan how to conduct small group meetings with staff members in a private setting.

Person Responsible: Carlos Mancebo (c1mancebo@dadeschools.net)

By When: 8/14-9/29

The committee will acquire information to determine perception, concerns, and/or possible solutions related to morale by conducting private visits with small groups.

Person Responsible: Carlos Mancebo (c1mancebo@dadeschools.net)

By When: 8/14-9/29

The committee will provide a questionnaire to every staff member to fill out anonymously, if they choose, to ensure accurate feedback.

Person Responsible: Carlos Mancebo (c1mancebo@dadeschools.net)

By When: 8/14-9/29

The committee will analyze the information received to implement strategies that the staff agree will improve morale.

Person Responsible: Carlos Mancebo (c1mancebo@dadeschools.net)

By When: 8/14-9/29

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 School Climate Survey, only forty six percent of the staff agreed or strongly agreed that the administrators solve problems effectively. We chose this topic because it was determined that raising this score will improve the overall day to day essential function of the school and also increase scores in the general area of Leadership and Relationships.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Administrators solving problems effectively will increase from forty six percent to seventy percent as will be evident in the School Climate Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by collecting artifacts to demonstrate the actions steps are being followed and by comparing mid and end year survey results.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The objective of the Collaborative Problem-Solving Initiative is to enhance the perception among staff members that administrators are effective problem solvers by incorporating evidence-based strategies into their decision-making processes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

To ensure that staff members agree or strongly agree that administrators solve problems effectively, it's essential to implement an evidence-based intervention that promotes transparency, collaboration, and successful problem-solving.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Administrators will meet and share expectations with each other and determine a time they will meet daily to discuss concerns and solutions.

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

By When: 8/14-9/29

A list of responsibilities and procedures will be shared with the staff to ensure cohesiveness and ability for problems to be solved effectively.

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

By When: 8/14-9/29

The administrators will secure a mentor/mentors to assist them with strategies that will enhance their problem solving skills.

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

By When: 8/14-9/29

The administrators will register for a professional development workshop that will specifically address problem-solving skills.

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

By When: 8/14-9/29

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The dissemination of the School Improvement Plan (SIP) to stakeholders will include:

Digital Platforms:
School Website: Sip will be posted on www.dantefascelelementary.net.

Parent Portal: Provide downloadable SIP documents and updates for families.

Monthly Updates: Send out newsletters highlighting SIP progress to all stakeholders.

EESAC Meetings: Organize periodic meetings to present SIP goals and progress and collaborate with local businesses for community outreach.

Social Media:

Platforms: Share SIP updates on school's social media channels.

Pamphlets: Distribute simple pamphlets summarizing SIP highlights during school events.

Translated Materials: Provide SIP documents and updates in languages spoken by diverse families. Offer translation services during events for effective communication.

SIP Showcases: Hold assemblies to showcase student contributions to SIP goals.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To build positive relationships with parents, families, and other community stakeholders, the school employs a comprehensive and proactive approach that aligns with its mission of fostering student success and maintaining transparent communication. Here's how the school plans to achieve these goals:

Open Communication Channels: The school establishes multiple channels of communication, such as email, phone calls, newsletters, and social media, to ensure that parents and families can easily reach out to teachers, administrators, and staff. Regular updates about school activities, events, and student progress are shared through these channels.

Orientation and Welcome Programs: At the beginning of each academic year, the school hosts Meet & Greet Night and Open House for parents and families. These sessions provide an opportunity for parents to meet teachers and administrators, learn about the school's curriculum and policies, and understand how they can be involved in their child's education.

Parent-Teacher Conferences: Teachers schedule regular parent-teacher conferences to discuss each student's academic progress, strengths, and areas for improvement. These conferences allow parents to have one-on-one interactions with teachers and gain insights into their child's performance and behavior in school.

Family Engagement Events: The school organizes various family engagement events throughout the year, such as family nights, workshops, and educational seminars. These events are designed to bring parents and families together to collaborate on their child's education and share experiences.

Volunteer Opportunities: Recognizing that involving parents in school activities can enhance the overall educational experience, the school offers various volunteer opportunities. Parents can participate in school clubs, committees, and events, fostering a sense of community and shared responsibility.

Community Partnerships: The school actively seeks partnerships with local businesses, organizations, and community leaders. By involving these stakeholders, the school enhances its resources and provides students with opportunities beyond the classroom, such as mentorship programs, and career exploration.

Transparent Progress Tracking: The school employs a robust student information system that allows parents to track their child's academic progress, attendance records, and assignments. This system ensures that parents are well-informed about their child's performance and can address any concerns

promptly.

Cultural Celebrations: Recognizing the diversity of its student body, the school celebrates various cultural events and holidays. These celebrations provide an avenue for parents to share their traditions, strengthen their cultural identity, and build a sense of belonging within the school community.

Feedback Mechanisms: The school actively seeks feedback from parents and families through surveys, focus groups, and suggestion boxes. This input helps the school identify areas for improvement and tailor its strategies to better meet the needs of its students and families.

By implementing these strategies, the school not only fulfills its mission of providing quality education but also establishes a strong bond between parents, families, and the wider community. This collaborative effort enhances the overall educational experience, supports the needs of students, and ensures that parents are well-informed and engaged in their child's journey through school.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

To strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum at Dante B. Fascell Elementary School, several strategies can be implemented. These strategies can help address specific areas of focus such as increasing science scores and reading proficiency, as outlined in Part II of the School Improvement Plan (SIP). Here's a comprehensive plan to achieve these goals:

1. Data Analysis and Targeted Interventions:
Regularly analyze student performance data to identify areas of improvement, especially in science and reading.
Identify students who are struggling and provide targeted interventions such as small group instruction, tutoring, and individualized learning plans.

2. Extended Learning Opportunities:
Extend the school day or week with optional after-school programs focused on science and reading enrichment.
Offer weekend workshops, summer camps, and virtual learning resources to enhance learning opportunities beyond regular school hours.

3. Curriculum Enhancement:
Collaborate with subject matter experts and educators to revise and enhance the science and reading curricula.
Integrate more hands-on experiments, real-world applications, and interactive activities into science lessons to make learning engaging and practical.
Incorporate diverse and culturally relevant reading materials to make reading more relatable and interesting for students.

4. Professional Development:
Provide ongoing professional development for teachers to enhance their instructional strategies in science and reading.
Train teachers in differentiated instruction, project-based learning, and other effective teaching methods to cater to diverse learning needs.

5. Technology Integration:
Incorporate educational technology tools and resources that promote interactive learning, such as

educational apps, simulations, and virtual labs.
Utilize digital platforms to provide students with access to supplemental reading materials and online science resources.

6. Collaborative Learning Spaces:
Create dedicated spaces within the school for collaborative science projects, experiments, and group reading activities. Create a master schedule that reflects common planning time.
Design classrooms that are conducive to interactive and discussion-based learning.

7. Community Engagement:
Involve parents, caregivers, and the community in supporting students' learning at home through workshops, reading challenges, and science-related events.
Organize science fairs, reading nights, and exhibitions to showcase students' projects and achievements.

8. Continuous Assessment and Feedback:
Implement formative and summative assessments to monitor student progress regularly.
Provide timely feedback to students to help them understand their strengths and areas for improvement.

9. Celebrating Achievements:
Recognize and celebrate students' accomplishments in science and reading through awards, certificates, and public recognition.

By implementing these strategies, Dante B. Fascell Elementary School can strengthen its academic program, extend learning opportunities, and offer an enriched and accelerated curriculum that focuses on improving science scores and reading proficiency. The school's commitment to continuous improvement and innovation will contribute to the overall growth and success of its students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Dante B. Fascell Elementary School will ensure various support services and strategies to enhance students' skills outside of academic subject areas:

Counseling Services:
The school provides a professional counselor who offer individual and group counseling sessions. This counselor is trained to address students' emotional, social, and psychological well-being. She will help students cope with stress, anxiety, depression, and other emotional challenges. The counseling services may be confidential and aim to create a safe space for students to express their feelings and concerns.

School-Based Mental Health Services:

The school collaborates with mental health professionals to offer on-site mental health services. This can include the psychologist, the mental health coordinator, and the social worker who can provide assessments, diagnoses, and treatment plans for students with more complex mental health needs. These services ensure that students receive timely and specialized care.

Specialized Support Services:
For students with specific learning needs, the school offers specialized support services such as speech therapy, occupational therapy, and learning assistance. These services cater to students with disabilities or learning differences, aiming to help them overcome challenges and succeed academically and socially.

Mentoring Services:
The school establishes mentoring programs where older students, teachers, or community members serve as mentors to younger students. Mentors offer guidance, support, and a positive role model for students to develop life skills, make informed decisions, and navigate challenges. These relationships can contribute to students' personal growth and development.

Extracurricular Activities:
Extracurricular activities, clubs, and organizations offer opportunities for students to pursue interests beyond academics. Engagement in extracurriculars fosters teamwork, leadership, and personal growth.

Character Education Programs:
The school implements character education programs that emphasize values such as respect, empathy, responsibility, and integrity. These programs aim to instill ethical and social values in students, enhancing their interpersonal skills and preparing them to be responsible citizens.

Parent Involvement:
The school encourages parents and guardians to actively participate in their child's education. Parent-teacher conferences, workshops, and open communication channels allow parents to stay informed about their child's progress and well-being, fostering a collaborative approach to supporting students.

Wellness Initiatives:
The school promotes a culture of wellness by incorporating physical fitness programs, mindfulness activities, and stress-relief practices into the curriculum. These initiatives contribute to students' overall well-being and help them manage stress more effectively.

By implementing these strategies and services, the school creates a holistic learning environment that not only focuses on academics but also addresses students' social, emotional, and personal development needs. This comprehensive approach enhances students' skills and prepares them for success in various aspects of life.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Implementing a schoolwide tiered model to prevent and address problem behavior, along with early intervening services, coordinated with activities and services under the Individuals with Disabilities Education Act (IDEA), involves a systematic approach to supporting students' academic, social, emotional, and behavioral needs. This approach aims to provide targeted interventions at different levels of intensity to ensure that all students receive appropriate support and that students with disabilities are identified and served in accordance with IDEA guidelines. Here's how this implementation might be structured:

1. Multi-Tiered System of Supports (MTSS):
MTSS is a framework that provides a continuum of support for all students, focusing on the prevention and early intervention of problem behavior. It's typically divided into three tiers:

Tier 1 - Universal Supports: These are strategies and interventions provided to all students in the school. It includes creating a positive and inclusive school climate, implementing evidence-based classroom management techniques, and offering social-emotional learning programs to promote healthy behaviors.

Tier 2 - Targeted Interventions: Students who show signs of needing additional support but don't require special education services are provided with targeted interventions. This might involve small group interventions, mentoring programs, or more intensive behavioral interventions. Progress is monitored closely to ensure effectiveness.

Tier 3 - Intensive Interventions: Students who continue to struggle despite Tier 1 and Tier 2 interventions might be referred for more intensive individualized interventions. These interventions are tailored to the specific needs of the student and may involve the collaboration of various specialists, such as school counselors, psychologists, and behavior specialists.

2. Coordinated Efforts with IDEA:
The Individuals with Disabilities Education Act (IDEA) mandates that students with disabilities receive appropriate special education and related services. The schoolwide tiered model and IDEA services can be closely coordinated to ensure that students' needs are met comprehensively:

Individualized Education Programs (IEPs): For students identified as having disabilities under IDEA, an IEP is developed. The information gathered from the tiered model interventions can help inform the development of effective IEPs, outlining specific goals, accommodations, and services.

3. Collaboration and Professional Development:
Implementation of this model requires collaboration among educators, administrators, support staff, and families. Regular team meetings can help monitor student progress, share strategies, and make data-driven decisions.

In summary, implementing a schoolwide tiered model to prevent and address problem behavior, along with coordinating early intervention services under IDEA, involves a systematic approach that ensures all students receive appropriate support. This collaboration between general education, targeted interventions, and special education services helps create a supportive and inclusive environment for students' holistic development.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning and development for teachers, paraprofessionals, and other school personnel plays a critical role in improving instruction and utilizing data from academic assessments effectively. Additionally, recruiting and retaining effective teachers, especially in high-need subjects, is crucial for

maintaining the quality of education in schools. Here's an overview of these activities:

1. Professional Learning and Development:
Professional development for educators aims to enhance their skills, knowledge, and teaching strategies. This includes workshops, seminars, conferences, webinars, and in-service training sessions. Topics covered might include:
Instructional Strategies: Training on evidence-based teaching methods, differentiation, technology integration, project-based learning, and other pedagogical approaches to engage diverse learners.
Data Literacy: Educators learn how to interpret and use data from academic assessments to inform instruction. This involves understanding assessment results, identifying student strengths and weaknesses, and adapting teaching strategies accordingly.
Assessment Techniques: Training on creating effective formative and summative assessments, aligning assessments with learning objectives, and using assessment data to guide instructional decisions.
Cultural Competence: Educators receive training to effectively work with diverse student populations and create an inclusive classroom environment.
Special Education and Inclusion: Providing strategies to address the needs of students with disabilities and learning differences within mainstream classrooms.

2. Using Data from Academic Assessments:
Efficient use of assessment data can drive instructional improvements. Educators are trained to:
Analyze Data: Interpret assessment results to identify trends, gaps, and areas of improvement for individual students and the class as a whole.
Differentiate Instruction: Tailor instruction based on student performance data, addressing areas of weakness and providing enrichment for advanced learners.
Set Goals: Collaboratively set learning goals with students based on assessment data, fostering ownership of their learning journey.
Feedback and Reflection: Help students understand their assessment outcomes and encourage them to reflect on their progress.

3. Recruiting and Retaining Effective Teachers:
Recruitment and retention strategies are vital, especially in high-need subjects like STEM, special education, and languages. Schools can:
Mentoring and Induction: Establish mentorship programs where experienced teachers guide and support newcomers, aiding their professional growth and reducing attrition.
Professional Growth Opportunities: Provide opportunities for advancement, leadership roles, and further education to retain skilled educators.
Collaborative Learning Communities: Foster a supportive environment where teachers can collaborate, share best practices, and learn from each other.
Work-Life Balance: Prioritize a healthy work-life balance to prevent burnout and enhance job satisfaction.

Overall, a combination of ongoing professional development, data-driven instruction, and strategic efforts to attract and retain effective educators is essential for improving instruction and educational outcomes, especially in subjects and areas that face higher demand and challenges.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The transition from early childhood education programs, such as preschool, to local elementary school programs is a crucial step in a child's educational journey. Dante B. Fascell employs various strategies to ensure a smooth and successful transition for preschool children. Here are some common strategies:

Orientation and Familiarization: School will organize orientation sessions for both parents and children.

These sessions introduce families to the new school environment, teachers, and routines. Children might be given tours of the school, allowing them to become familiar with the physical layout and facilities.

Communication: Effective communication between preschools and elementary schools is vital. Teachers and staff from both settings collaborate to share information about each child's learning styles, strengths, and areas needing support. This helps ensure a seamless continuation of educational support.

Collaborative Activities: Collaborative activities between preschool and elementary school teachers can help bridge the gap. Joint workshops, projects, or events can be organized to help children get to know their future teachers and classmates in a relaxed setting.

Gradual Transition: Some schools implement a gradual transition period where preschoolers visit the elementary school for short periods before officially starting. This helps ease them into the new environment, allowing them to become comfortable with the new routines and surroundings.

Peer Buddies: Assigning older students (such as fifth graders) as peer buddies to incoming kindergarteners has been beneficial. Peer buddies provide support, guidance, and friendship, helping younger children feel more at ease and connected.

Parent Involvement: Engaging parents in the transition process is crucial. Schools may hold informational sessions, workshops, or Q&A sessions to address parents' concerns, provide guidance on preparing their child for elementary school, and foster a sense of community.

Personalized Approach: Recognizing that each child's needs are different, schools may implement personalized strategies based on individual assessments of each child's readiness and temperament.

Social and Emotional Learning: DBFE often focus on social and emotional learning (SEL). Incorporating SEL techniques can help children develop emotional resilience, empathy, and effective communication skills, which are essential for adapting to new environments.

Parent-Teacher Conferences: Regular parent-teacher conferences allow parents and teachers to discuss a child's progress and address any challenges early on. This ongoing communication ensures that parents are informed about their child's development and can offer support as needed.

By combining these strategies, schools can help ease the transition for preschool children, ensuring a positive and successful start to their elementary school years.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	**Area of Focus: Instructional Practice: Science**	$0.00
2	III.B.	**Area of Focus: Instructional Practice: ELA**	$0.00
3	III.B.	**Area of Focus: Positive Culture and Environment: Other**	$0.00
4	III.B.	**Area of Focus: Positive Culture and Environment: Other**	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes