

# Dante B. Fascell Elementary School



2014-15 School Improvement Plan

## Dante B. Fascell Elementary School

15625 SW 80TH ST, Miami, FL 33193

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
88%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
98%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

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

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

Dante B. Fascell Elementary School will help individuals excel by discovering their full potential, experiencing the lure of the future, and dreaming of and actualizing the possible. The vision will be accomplished

by: daring to dream, nurturing the intellect, expressing emotions, raising achievement, sharing responsibility, and fostering the love for reading.

#### School Environment

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

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

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

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

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

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



**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

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

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Not applicable.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	8	4	5	4	3	35
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	2	7	8	10	14	5	46
Level 1 on statewide assessment	0	0	0	18	17	15	50

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195786>.

### **Description**

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

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Dante B. Fascell Elementary is proud of the relationships it has fostered within the community. Some of our Dade

Partners include: McDonalds, Dominoes Pizza, UPassion Yogurt, and US Century Bank. Furthermore, in an effort

to build parental awareness and involvement, DBFE has started a school blog, Facebook and Instagram page to keep students, parents, and the community up-to-date on school news, happenings, and other pertinent information. Our blog is available at [dbfe.wordpress.com](http://dbfe.wordpress.com) and our Facebook page can be found at [www.facebook.com/DanteFascell](http://www.facebook.com/DanteFascell). We are also on Instagram, available at [www.instagram.com/dantedolphins](http://www.instagram.com/dantedolphins).

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership**

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

<b>Name</b>	<b>Title</b>
Ferrarone, Margaret	Principal
Martinez, Erika	Assistant Principal
Bogan, Kimberly	Instructional Coach
Arnaez, Martha	Teacher, K-12
Crumpton, Sandra	Teacher, K-12
Gamundi, Debra	Teacher, PreK
Guevara, Ileana	Teacher, K-12
Leyva, Ines	Teacher, K-12
Martin-Olazabal, Mayda	Teacher, K-12
Ortega, Patricia	Guidance Counselor
Pardillo, Michelle	Teacher, ESE
Pico, Shirley	Teacher, K-12

#### **Duties**

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

The Leadership Team will meet to determine how we develop and maintain a problem solving system to encourage optimum academic and behavioral performance from students, teachers and staff.

The team will meet once a month to engage in the following activities:

- disaggregate assessment data to make instructional decisions

- analyze progress monitoring data
- Identify continuing professional development needs
- evaluate the fidelity of implementation of core curriculum and interventions

Monitor and implement the problem solving process in response to the needs of subgroups within the expectations for adequate yearly progress.

Administration: As the instructional leaders at DBFE, the principal, and assistant principal, will provide the model for the use of data-based decision-making, supervise its implementation, provide intervention support and documentation ensuring adequate professional development, and communicate with parents regarding school-based plans. Administration will coordinate the submission and analysis of all data in a timely manner. They will monitor the focus calendar progress and provide technological instructional support.

Instructional Coach

The Reading coach, will identify student needs by analyzing, disaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. She will assist with

administering student assessments. The reading coach will attend district sponsored professional development for the purpose of knowledge building, modeling and planning lessons with teachers.

Student Services Personnel: The counselor, will act as the committee SST liaison. As such, she will relay information as it relates to the common academic and social needs being established at School Support Team meetings. She will participate in the administration of student assessments. She will provide resources to community agencies to support academic, emotional and behavioral success. The school psychologist, will report to the team to provide necessary progress monitoring tools and data.

The social worker will act at the request of the team members.

This team will include additional personnel as resources to the team, as warranted.

This team will meet with the Literacy Leadership Team and EESAC when necessary, to facilitate all stages of the problem solving process.

- In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS/RtI .

Tier 2

Administration, the Counselor and the Reading coach, will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem-Solving Team.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The Leadership Team use the Tier 1 Problem-Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS/Rtl problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.

#### Tier 2

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

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

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

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

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

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

### School Advisory Council (SAC)

#### Membership

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

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

## Duties

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

### *Evaluation of last year's school improvement plan*

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

### *Development of this school improvement plan*

The Educational Excellence School Advisory Committee (EESAC) is involved with the development of the school improvement plan from its inception. End of Year Review forms were distributed to grade level/departments for recommendations and feedback. An EESAC meeting was held to review the current year's School Improvement Plan and to provide recommendations for the 2014-2015 School Improvement Plan. The End of Year Review forms were distributed and reviewed at this meeting. A writing team was identified which included members of EESAC. EESAC members attended a Technical Assistance Training in order to provide guidance and assistance in the development of the 2014-2015 School Improvement Plan.

### *Preparation of the school's annual budget and plan*

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

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

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

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ferrarone, Margaret	Principal
Martinez, Erika	Assistant Principal
Bogan, Kimberly	Instructional Coach
Arnaez, Martha	Teacher, K-12
Crumpton, Sandra	Teacher, K-12
Gamundi, Debra	Teacher, PreK
Guevara, Ileana	Teacher, K-12
Leyva, Ines	Teacher, K-12
Martin-Olazabal, Mayda	Teacher, K-12
Ortega, Patricia	Guidance Counselor
Pardillo, Michelle	Teacher, K-12
Pico, Shirley	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

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

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Dante B. Fascell Elementary has included collaborative planning as its goal in the action plan. Teachers will receive professional development in collaborative planning structures. Teachers are encouraged to participate in Professional Learning Communities.

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

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

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

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

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

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

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Teachers utilize data to form differentiated instructional groups. Tier 2 students receive an extra 30 minutes of instruction; Tier 3 student are provided an additional 60 minutes of instruction. The lowest 25 percent of students are provided with WonderWorks intervention; utilizing data from interim assessments, students will be placed in pull-out tutorials, as well as before-school tutoring, as needed. Enrichment is provided through the M-DCPS pacing guides, differentiated instruction in the classroom, and through the use of personalized technology programs.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 3,840**

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

**Strategy Rationale**

To increase the academic achievement of our English Language Learners.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Ferrarone, Margaret, pr1811@dadeschools.net

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

Students participating in after school tutoring will be monitored through Thinkgate.

**Strategy: Before School Program**

**Minutes added to school year: 3,840**

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

**Strategy Rationale**

To increase the academic achievement for those targeted groups.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Ferrarone, Margaret, pr1811@dadeschools.net

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

Technology program reports will be regularly monitored.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded

Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time

highly qualified teacher and paraprofessional. This will assist with providing young children with a



variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. The Pre-K teacher conducts a parent orientation for parents of students transitioning into the Kindergarten program. Students are also taken to the Kindergarten classes at the end of their Preschool year to help with transition to Kindergarten. Parents were encouraged to visit their student's classroom during Open House. To assist those students transitioning to middle school, DBFE will host a Magnet Recruitment Fair, scheduled for October 21st, allowing a number of middle schools to showcase their programs and assist students and parents in choosing the best middle school setting for the child. Towards the end of the school year, 5th grade teachers and the school counselor also facilitate articulation by attending a workshop and subsequently preparing the students for the transition to middle school.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Not applicable

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

Not applicable

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

Not applicable

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Not applicable

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Dante B. Fascell will use the Early Warning Systems Indicators in order to provide support and intervention that will increase academic achievement.
- G3.** Dante B. Fascell's goal is to provide students with the opportunity to increase participation in Science, Technology, Engineering, and Math (STEM) related activities.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

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

G044495

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	85.0
AMO Math - ED	82.0
FCAT 2.0 Science Proficiency	70.0
AMO Math - Hispanic	85.0
AMO Math - SWD	73.0
AMO Math - White	78.0
Math Gains	79.0
Math Lowest 25% Gains	83.0
AMO Reading - All Students	84.0
AMO Reading - ED	82.0
AMO Reading - ELL	75.0
AMO Reading - Hispanic	84.0
AMO Reading - SWD	65.0
AMO Reading - White	85.0
ELA/Reading Gains	87.0
ELA/Reading Lowest 25% Gains	91.0
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal 2**

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

**Targeted Barriers to Achieving the Goal 3**

- Effective implementation of common planning.

**Plan to Monitor Progress Toward G1. 8**

Monitor effective planning and instructional delivery.

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

**Evidence of Completion**

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

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

G044500

**Targets Supported** 1b

Indicator	Annual Target
Non-proficient Reading by Grade 03	40.0
Attendance Below 90%	6.0
2+ Behavior Referrals	6.0
Retained Students	2.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Effective common planning of ELL strategies for instructional implementation.

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Margaret Ferrarone

**Schedule**

Weekly, from 10/20/2014 to 4/7/2015

**Evidence of Completion**

Data, FSA Assessment scores, and interim assessment scores.

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

G044499

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- A limited number of STEM experiences were provided to students. There was no school wide Science FAIR held in the 2013-2014 school year.

**Plan to Monitor Progress Toward G3.** 8

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

Formative: This goal will be evaluated using the Interim Assessment Tests. Summative: This goal will be evaluated using the 2014 FCAT 2.0 Science Test.

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


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

 G044495

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

 B109377

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

 S120888

### Strategy Rationale

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

### Action Step 1 **5**

Introduce staff to Collaborative Structures through professional development.

#### Person Responsible

Margaret Ferrarone

#### Schedule

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

#### Evidence of Completion

PD Agenda, sign-in sheet, and artifacts

### Action Step 2 5

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

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

***Evidence of Completion***

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

### Action Step 3 5

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

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

***Evidence of Completion***

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

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

Monitor effective planning and instructional delivery.

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

***Evidence of Completion***

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

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

Monitor effective planning and instructional delivery.

**Person Responsible**

Margaret Ferrarone


**Schedule**

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

**Evidence of Completion**

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

**G1.B1.S2** Writing - Provide instruction of the various modalities of writing throughout the writing process (i.e., pre-writing, drafting, revising, conferencing, editing, publishing, etc.). 4

 S120936

**Strategy Rationale**

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

**Action Step 1** 5

Introduce staff to collaborative structures, in the planning of the writing process, through professional development.

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

**Evidence of Completion**

PD Agenda, sign-in sheet, and artifacts



### Action Step 2 5

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

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

***Evidence of Completion***

### Action Step 3 5

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

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

***Evidence of Completion***

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

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

Monitor effective planning and instructional delivery.

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

***Evidence of Completion***

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

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

Monitor effective planning and instructional delivery.

**Person Responsible**

Margaret Ferrarone


**Schedule**

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

**Evidence of Completion**

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

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

 S120938

**Strategy Rationale**

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

**Action Step 1 5**

Introduce staff to Collaborative Structures through professional development.

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

**Evidence of Completion**

PD Agenda, sign-in sheet, and artifacts

### Action Step 2 5

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

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

***Evidence of Completion***

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

### Action Step 3 5

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

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

***Evidence of Completion***

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

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

Monitor effective planning and instructional delivery.

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

***Evidence of Completion***

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

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

Monitor effective planning and instructional delivery.

**Person Responsible**

Margaret Ferrarone


**Schedule**

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

**Evidence of Completion**

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

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

 S120939

**Strategy Rationale**

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

**Action Step 1** 5

Introduce staff to Collaborative Structures through professional development.

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

**Evidence of Completion**

PD Agenda, sign-in sheet, and artifacts

### Action Step 2 5

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

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

**Evidence of Completion**

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

### Action Step 3 5

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

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

**Evidence of Completion**

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

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

Monitor effective planning and instructional delivery.

**Person Responsible**

Margaret Ferrarone

**Schedule**

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

**Evidence of Completion**

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

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

Monitor effective planning and instructional delivery.

**Person Responsible**

Margaret Ferrarone


**Schedule**

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


**Evidence of Completion**

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

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

 G044500

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

 B109542

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

 S121072

**Strategy Rationale**

To increase the achievement of our ELL population.

**Action Step 1** 5

Identify students performing below proficiency.

**Person Responsible**

Erika Martinez

**Schedule**

On 9/9/2014

**Evidence of Completion**

Student roster and data.

**Action Step 2** 5

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

**Person Responsible**

Kimberly Bogan

**Schedule**

Weekly, from 10/20/2014 to 4/7/2015

**Evidence of Completion**

After-school tutoring schedule

**Action Step 3** 5

Support student motivation through incentives.

**Person Responsible**

Margaret Ferrarone

**Schedule**

Monthly, from 10/7/2014 to 4/7/2015

**Evidence of Completion**

EESAC Minutes

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

Consistently monitor the implementation of targeted intervention.

**Person Responsible**

Margaret Ferrarone

**Schedule**

Weekly, from 10/20/2014 to 4/7/2015

**Evidence of Completion**

Data, schedule, and student roster.

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

Consistently monitor the implementation of targeted intervention.

**Person Responsible**

Margaret Ferrarone

**Schedule**

Weekly, from 10/20/2014 to 4/7/2015

**Evidence of Completion**

Data, student roster, and schedule.

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

 S137733

**Strategy Rationale**

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

**Action Step 1** 5

Identify ELL students with high absence rates.

**Person Responsible**

Margaret Ferrarone

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

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



## Action Step 2 5

Implement school attendance plan

### **Person Responsible**

Margaret Ferrarone

### **Schedule**

Daily, from 8/18/2014 to 6/5/2015

### **Evidence of Completion**

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

## Action Step 3 5

Support student motivation through attendance incentives.

### **Person Responsible**

Erika Martinez

### **Schedule**

Weekly, from 9/1/2014 to 6/5/2015

### **Evidence of Completion**

Classroom Attendance Charts

## Action Step 4 5

Conference with parents whose children continue to have excessive absences

### **Person Responsible**

Margaret Ferrarone

### **Schedule**

### **Evidence of Completion**

SCAMS for attendance, CIS home visit logs

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

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

**Person Responsible**

Margaret Ferrarone

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

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

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

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

**Person Responsible**

Margaret Ferrarone

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Daily Attendance Bulletins

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

S137734

**Strategy Rationale**

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

**Action Step 1** 5

Identify ELL students with behavior issues.

**Person Responsible**

Margaret Ferrarone

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

SCAMS, Teacher referrals

**Action Step 2** 5

Support student motivation through positive reinforcement.

**Person Responsible**

Patricia Ortega

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

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

**Action Step 3** 5

Refer ELL students to Rtl process for behavior.

**Person Responsible**

Erika Martinez

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015


**Evidence of Completion**

Rtl meeting notes, RFA folders, student work


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

 G044499

**G3.B1** A limited number of STEM experiences were provided to students. There was no school wide Science FAIR held in the 2013-2014 school year. 2

 B109387

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

 S120900

**Strategy Rationale**

**Action Step 1** 5

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

**Person Responsible**

Erika Martinez

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans

### Action Step 2 5

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

**Person Responsible**

Erika Martinez

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, walk-thrus, student work

### Action Step 3 5

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

**Person Responsible**

Margaret Ferrarone

**Schedule**

Monthly, from 10/15/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, walk-thrus, student work

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

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

Science Lab sheets PLC attendance roster

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

Students will be given science fair entry criteria and required to submit a project for the school wide Science Fair. Selected top entrants will be entered into the District Science Fair.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Science benchmark tests Science fair grades District Science fair entry

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Introduce staff to Collaborative Structures through professional development.	Ferrarone, Margaret	10/16/2014	PD Agenda, sign-in sheet, and artifacts	6/5/2015 weekly
G3.B1.S1.A1	Teachers will plan for activities for students to design and develop science and engineering projects through the scientific process.	Martinez, Erika	8/18/2014	Lesson plans	6/5/2015 weekly
G1.B1.S2.A1	Introduce staff to collaborative structures, in the planning of the writing process, through professional development.	Ferrarone, Margaret	10/16/2014	PD Agenda, sign-in sheet, and artifacts	6/5/2015 weekly
G1.B1.S3.A1	Introduce staff to Collaborative Structures through professional development.	Ferrarone, Margaret	10/16/2014	PD Agenda, sign-in sheet, and artifacts	6/5/2015 weekly
G1.B1.S4.A1	Introduce staff to Collaborative Structures through professional development.	Ferrarone, Margaret	10/16/2014	PD Agenda, sign-in sheet, and artifacts	6/5/2015 weekly
G2.B1.S1.A1	Identify students performing below proficiency.	Martinez, Erika	9/8/2014	Student roster and data.	9/9/2014 one-time
G2.B1.S3.A1	Identify ELL students with behavior issues.	Ferrarone, Margaret	8/18/2014	SCAMS, Teacher referrals	6/5/2015 biweekly
G2.B1.S2.A1	Identify ELL students with high absence rates.	Ferrarone, Margaret	8/18/2014	Quarterly Average Daily Attendance reports, Daily Attendance Bulletin, and File Download Manager	6/5/2015 weekly
G1.B1.S1.A2	Conduct follow-up of collaborative structures implementation by grade-level and subject area in lesson plan-creation.	Ferrarone, Margaret	10/16/2014	Administrative walk-throughs, lesson plans, and common planning meeting minutes	6/5/2015 weekly
G1.B1.S2.A2	Conduct follow-up of collaborative structures implementation through grade-level, lesson plan-creation for writing.	Ferrarone, Margaret	10/16/2014		6/5/2015 weekly
G1.B1.S3.A2	Conduct follow-up of collaborative structures implementation by grade-level and subject area in lesson plan-creation.	Ferrarone, Margaret	10/16/2014	Administrative walk-throughs, lesson plans, and common planning meeting minutes	6/5/2015 weekly

**Dade - 1811 - Dante B. Fascell Elem. School - 2014-15 SIP**  
*Dante B. Fascell Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A2	Conduct follow-up of collaborative structures implementation by grade-level and subject area in lesson plan-creation.	Ferrarone, Margaret	10/16/2014	Administrative walk-throughs, lesson plans, and common planning meeting minutes	6/5/2015 weekly
G2.B1.S1.A2	Create and implement an after-school tutoring schedule to include students with reading deficiencies.	Bogan, Kimberly	10/20/2014	After-school tutoring schedule	4/7/2015 weekly
G3.B1.S1.A2	Provide students with the opportunities to engage in science and engineering projects through the scientific process.	Martinez, Erika	8/18/2014	Lesson plans, walk-thrus, student work	6/5/2015 weekly
G2.B1.S2.A2	Implement school attendance plan	Ferrarone, Margaret	8/18/2014	Quarterly Average Daily Attendance reports, Daily Attendance Bulletin, and File Download Manager	6/5/2015 daily
G2.B1.S3.A2	Support student motivation through positive reinforcement.	Ortega, Patricia	8/18/2014	Student of the Month, Character Value and Random Acts of Kindness (RAK) Club messages on morning announcements	6/5/2015 monthly
G1.B1.S1.A3	Implementation of effective planning and instructional delivery, through the coaching cycle, and provide support as needed.	Ferrarone, Margaret	10/16/2014	Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work	6/5/2015 weekly
G1.B1.S2.A3	Implementation of effective planning and delivery of writing instruction, through the coaching cycle, and provide support as needed.	Ferrarone, Margaret	10/16/2014	Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work	6/5/2015 weekly
G1.B1.S3.A3	Implementation of effective planning and instructional delivery, through the coaching cycle, and provide support as needed.	Ferrarone, Margaret	10/16/2014	Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work	6/5/2015 weekly
G1.B1.S4.A3	Implementation of effective planning and instructional delivery, through the coaching cycle, and provide support as needed.	Ferrarone, Margaret	10/16/2014	Administrative walk-throughs, lesson plans, grade-level minutes, student data and authentic student work	6/5/2015 weekly
G2.B1.S1.A3	Support student motivation through incentives.	Ferrarone, Margaret	10/7/2014	EESAC Minutes	4/7/2015 monthly
G3.B1.S1.A3	Observe, model, and provide feedback to teachers as needed.	Ferrarone, Margaret	10/15/2014	Lesson plans, walk-thrus, student work	6/5/2015 monthly
G2.B1.S2.A3	Support student motivation through attendance incentives.	Martinez, Erika	9/1/2014	Classroom Attendance Charts	6/5/2015 weekly
G2.B1.S3.A3	Refer ELL students to RtI process for behavior.	Martinez, Erika	8/18/2014	RtI meeting notes, RFA folders, student work	6/5/2015 biweekly
G2.B1.S2.A4	Conference with parents whose children continue to have excessive absences	Ferrarone, Margaret	SCAMS for attendance, CIS home visit logs	one-time	
G1.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/16/2014	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, results of FSA assessments and data chats.	6/5/2015 weekly
G1.B1.S1.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/16/2014	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/5/2015 weekly
G1.B1.S1.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/16/2014	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/5/2015 weekly
G1.B1.S2.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/16/2014	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/16/2014	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/5/2015 weekly
G1.B1.S3.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/16/2014	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/5/2015 weekly
G1.B1.S3.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/16/2014	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/5/2015 weekly
G1.B1.S4.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/16/2014	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/5/2015 weekly
G1.B1.S4.MA1	Monitor effective planning and instructional delivery.	Ferrarone, Margaret	10/16/2014	Scheduling of PD, participating in PD planning, agendas, minutes, sign-in sheets, and data chats.	6/5/2015 weekly
G2.MA1	Consistently monitor the implementation of targeted ELL intervention and support systems.	Ferrarone, Margaret	10/20/2014	Data, FSA Assessment scores, and interim assessment scores.	4/7/2015 weekly
G2.B1.S1.MA1	Consistently monitor the implementation of targeted intervention.	Ferrarone, Margaret	10/20/2014	Data, student roster, and schedule.	4/7/2015 weekly
G2.B1.S1.MA1	Consistently monitor the implementation of targeted intervention.	Ferrarone, Margaret	10/20/2014	Data, schedule, and student roster.	4/7/2015 weekly
G2.B1.S2.MA1	Review the Daily Attendance Bulletin to ensure the number of ELL student absences have decreased.	Ferrarone, Margaret	8/18/2014	Daily Attendance Bulletins	6/5/2015 daily
G2.B1.S2.MA1	Administration and registrar will review the Daily Attendance Bulletin to identify possible at-risk, ELL students.	Ferrarone, Margaret	8/18/2014	Notes taken from Attendance Bulletin; log of home visits from CIS.	6/5/2015 daily
G3.MA1	PLC will discuss the number of science related field trips available.		Formative: This goal will be evaluated using the Interim Assessment Tests. Summative: This goal will be evaluated using the 2014 FCAT 2.0 Science Test.	once	
G3.B1.S1.MA1	Students will be given science fair entry criteria and required to submit a project for the school wide Science Fair. Selected top entrants will be entered into the District Science Fair.		Science benchmark tests Science fair grades District Science fair entry	once	
G3.B1.S1.MA1	Administration will conduct walk throughs during Science instruction to observe students participating in labs. Teachers will share best practices in the Science PLC.		Science Lab sheets PLC attendance roster	once	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

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

**G1.B1** Effective implementation of common planning.

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

### PD Opportunity 1

Introduce staff to Collaborative Structures through professional development.

#### Facilitator

Reading Coach: Kim Bogan and Pd Liaison: Ana Diaz

#### Participants

All Instructional Staff

#### Schedule

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

**G1.B1.S2** Writing - Provide instruction of the various modalities of writing throughout the writing process (i.e., pre-writing, drafting, revising, conferencing, editing, publishing, etc.).

### PD Opportunity 1

Introduce staff to collaborative structures, in the planning of the writing process, through professional development.

#### Facilitator

Reading Coach, Kim Bogan and PD Liaison, Ana Diaz

#### Participants

All Instructional Staff

#### Schedule

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

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

**PD Opportunity 1**

Introduce staff to Collaborative Structures through professional development.

**Facilitator**

Math Liaison, Reima Rabionet and PD Liaison, Ana Diaz

**Participants**

All Instructional Staff

**Schedule**

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

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

**PD Opportunity 1**

Introduce staff to Collaborative Structures through professional development.

**Facilitator**

Science Liaison, Shirley Pico and PD Liaison, Ana Diaz

**Participants**

All Instructional Staff

**Schedule**

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

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To increase student achievement by improving core instruction in all content areas.	2,200
<b>Goal 2:</b> Dante B. Fascell will use the Early Warning Systems Indicators in order to provide support and intervention that will increase academic achievement.	5,300
<b>Grand Total</b>	<b>7,500</b>

### Goal 1: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
<b>B1.S1.A1</b> - Supplemental Resources	School Improvement Funds	2,200
<b>Total Goal 1</b>		<b>2,200</b>

### Goal 2: Dante B. Fascell will use the Early Warning Systems Indicators in order to provide support and intervention that will increase academic achievement.

Description	Source	Total
<b>B1.S1.A2</b> - Tutors	Title III	5,000
<b>B1.S1.A3</b> - Incentive Items	School Improvement Funds	300
<b>Total Goal 2</b>		<b>5,300</b>