

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2008 - 2009 SCHOOL IMPROVEMENT PLAN



**School Name: DANTE B. FASCELL ELEMENTARY
SCHOOL**

District Name: Dade

Principal: ESTELA SANTIAGO

SAC Chair: Kimberly Bogan

Superintendent: Mr. Alberto M. Carvalho

**Date of School Board Approval: Pending Board
Approval**

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

Vision: 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 of reading.

Mission: Brightening the future through the power of knowledge using a multiple intelligence approach.

SCHOOL PROFILE DEMOGRAPHICS

School Facility

Dante B. Fascell Elementary School is located in southwest Miami-Dade County. Founded in 1996, the school is located on 7.38 acres at 15625 SW 80th Street. There are no renovations scheduled at this time.

School Community Description

Due to boundary changes, the surrounding area includes rental units and HUD housing. The school services students in grades pre-kindergarten through five. The majority of the students come from Hispanic low to middle socio-economic backgrounds. Approximately 90.5% of the more than 577 students attending the school are Hispanic, 2.8% are Black, 3.5 % are White and 3.3% are others. Female students make up 50.8% of the population while males make up the remaining 49.2%.

Some of the school's community partners include Dairy Queen, Wal-Mart, Roadhouse Grill, Publix and The Pizza Place. These groups contribute with both monetary and in kind donations. Special programs include Title I, the Academic Excellence Program (AEP) and Gifted.

Student Population

On the 2008 FCAT Reading Test, 14% of the students scored at Levels 1 and 2 in Reading. Likewise, 14% of the students scored at Levels 1 and 2 in Mathematics. Eighty-six percent of the students scored at Achievement Levels 3-5 in Reading, Mathematics and Writing.

The school services students in grades Pre-kindergarten through Five. These students include standard curriculum students (44.2 %), students with disabilities (SWD) 9.8%, 31% English Language Learners (ELL) and 15% Gifted. Eighty six percent of the students participate in the Free/Reduced Meals Lunch Program.

Teacher Population

DBFE employs a total of 44 full time and 1 part time instructional personnel. There are 41 (91.11%) females and 4 (8.89%) males. There are 2 administrators, 78 instructional staff and 4 clerical members of the staff. Seven members (15.56%) are White, Four (8.89%) are Black, Thirty three (73.33%) are Hispanic and one (2.2%) report being an ethnicity other than those. Twenty teachers have Master's degrees while 4 have Specialist degrees. The school has 10 National Board Certified teachers. There are currently no vacancies at this time.

Class size and Teacher to Student Ratios:

The school is in compliance with the class size amendment act.

Attendance, Promotion and Retention Rates:

The daily percentage of attendance for the 2007-2008 school year was 96.96%. The district's daily average was 96.3%. The promotion rate for the school in 2005-2006 was 4.5% not promoted.

Feeder Pattern:

Upon promotion to sixth grade, students matriculate to Howard Doolin Middle School and later attend John A. Ferguson Senior High School. Due to overcrowding, a new school, Dr. Manuel C. Barreiro Elementary, was built as a relief school for Dante B. Fascell Elementary. For this reason, the school experienced a drop of enrollment of approximately 289 students.

Special Programs:

The school also offers the Academic Excellence Program (AEP) to sponsor the Chess and Science clubs. DBFE offers a full time Gifted program.

Unique Aspects:

The school received the Governor's Sterling Award in 2004. For the past 7 years, the school has maintained an A rating. Recently the school was recognized as one of the top 100 schools in the State of Florida.

The school faces the following challenges: maintaining academic achievement, limiting Third grade retention, providing opportunities for teacher collaboration and professional development.

Grants:

DBFE also receives funding through the Title III federal grant to fund a tutorial program for ELL students.

Title I School Status:

DBFE has been identified as a school-wide Title I school for the 2008-2009 school year.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

Not applicable.

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Principal:

Mrs. Estela Santiago is an award winning exemplary principal. She has earned her Bachelor of Art and Master of Education degrees. Mrs. Santiago has enjoyed an illustrious career spanning many decades. She has worked both on the elementary level where she spent four years as a teacher and the secondary level where she was assigned as a math teacher on special assignment. She spent four years as assistant principal in middle school before becoming an elementary school principal. She was appointed Lead Principal for the South Dade Feeder Pattern from 1989-1996. Mrs. Santiago served as principal for twelve years at Redondo Elementary School before opening Dante B. Fascell Elementary School in 1996 where she has been for the past 12 years. Mrs. Santiago has received numerous professional awards and honors such as:

- M-DCPS Principal of the Year 1992-1993
- Region VI Leadership and/or Achievement Award 1996
- Little Red SchoolHouse, School Meritorious Award
- Region V, Fred Award, 2008
- Region VI Speech Administrator of the Year 2000
- Dade County Reading Council Administrator of the Year Award-2002
- Florida School Report's Best Practices Study Top 20 School in Florida
- Leonard Miller Principal Leadership Award (runner-up) 2004

Under her leadership, the school received the Governor's Sterling Award in 2004. Mrs. Santiago has served as mentor to many teachers who are now assistant principal and principals across the county. Mrs. Santiago led the school from a grade of C to a grade of A which it has earned for the past 7 years. The school has achieved Adequate Yearly Progress for all subgroups.

Assistant Principal:

Ms. Christine Corella has a Bachelor of Music in Music Education, a M.S. in Educational Leadership and an Ed.S. in Computing Technology in Education. She taught eight years at the elementary level and one year at the middle school level before becoming an administrator. She has been an administrator for eight years. Ms. Corella has received many accolades, including being selected as Assistant Principal of the Year for Region V for 2005-2006. Ms. Corella holds a leadership position with the United States National Guard which she has been a part of for over 20 years. She was instrumental in the school receiving the Governor's Sterling Award. She is currently working toward a PhD.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

High-quality, highly qualified teachers are recruited to the school through various means. The Administration remains diligent in reviewing resumes of potential applicants and is highly selective during a rigorous interview process. Teachers are retained by creating an environment that encourages innovation and risk taking. Extra professional development days, in addition to what the district provides, are given to all teachers and support personnel to develop a culture of collaboration. Many professional development opportunities exist at the school to help teachers remain on the cutting edge of the profession. Teachers are given autonomy to make data based instructional decisions in their classrooms.

No Attached Staff List

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Dante B. Fascell Elementary School receives funding from the federal Title III grant which supports the Tutoring Academy for English Language Learners. Due to the large percentage of ESOL or formerly ESOL students enrolled at the school, efforts were made to help ensure that English Language Learners met the academic content and English proficiency standards. The Title III funds will again be coordinated with FCAT Enhancement dollars to provide extra support to English Language Learners by offering before and after school tutoring in Reading and Math. Title I money will be used to fund instructional positions.

School Wide Improvement Model

Note: Required for Title I

Dante B. Fascell Elementary is using the Continuous Improvement Model (CIM), which is an evidence-based and performance driven school wide improvement model that encompasses the following components:

- Data disaggregation and analysis- Administration, Reading Coach and teachers have disaggregated the 2008 FCAT data and DIBELS results to identify instructional subgroups, along with curriculum strengths and weaknesses. Administration conducted data analysis training for all instructional staff before school started. Teachers are provided a classroom profile and will use this data before school starts to access the academic levels of their students to make instructional decisions.
- District pacing guides will be followed in reading, mathematics and science. Fourth grade teachers will administer a monthly writing prompt.
- Lesson plans and assessments will be developed based on identified areas of need. Differentiated instruction will be provided in small groups based on data identified through DIBELS, Interim assessments, benchmark testing and classroom assignments.
- Interventions have been placed on the master schedule to occur for 30 minutes daily.
- Before and After School tutorials will be conducted for those students performing below grade level standards.
- Data analysis meetings will be held between Administration and grade levels to review progress towards goals. Instructional decisions will be made and adjusted as appropriate.
- Monitoring- The Administration Team will monitor the progress towards established goals. This will be done through accessing the MClass and PMRN websites, and regular benchmark exams. These assessments will be given prior to the FCAT to determine student proficiency and to target weaknesses. School wide instructional decisions will be made as a result.

NCLB Public School Choice

Note: Required for Title I

Parents will continue to be apprised of the school's direction and expectations through open meeting forums such as: Title I Parent Orientation, Open House, newsletters and PTA meetings. Parents will be encouraged to actively participate in all activities that impact their child's academic success.

Dante B. Fascell Elementary School has consistently met Adequate Yearly Progress. On the first day of school, the parents of the school are sent a Title I Compact in english and spanish. This Compact outlines and describes the responsibilities and expectations of the school and the parents. A different compact was developed and sent home for each curriculum group. Connect ED, the Title I Compact, flyers, marquee and newsletters will be employed to communicate with parents.

[No Attached Public School Choice Notice to Parents file](#)

[No Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

Dante B. Fascell Elementary School offers a Voluntary Pre-Kindergarten program. The Early Screen Inventory for Kindergarten Readiness (ESI-K) is administered to all Pre-K students as a pre and post test. The low performing students are targeted early for further assessment. Once areas of need are identified, a highly qualified teacher works with the student to remediate his/her progress towards individual goals.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

The administration has determined that there are no new teachers or teachers in need of improvement. All teachers are highly qualified and teaching in-field.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

Dante B. Fascell Elementary School offers tutoring in Mathematics and Reading. The tutoring is offered to students in grades 3-5. The tutoring is provided before and after school. Title III funds are used to supplement this program. The tutoring program is expected to reduce the number of third grade retainees and increase the number of students scoring at a Level 3-5. Formative and summative evaluations will be used to measure success.

Summer school is provided by the district to students retained in third grade.

SCHOOLS GRADED C OR BELOW

Professional Development

Not Applicable

Disaggregated Data

Not Applicable

Informal and Formal Assessments

Not Applicable

Alternative Instructional Delivery Methods

Not Applicable

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Not Applicable

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

*Note: Required for Title I
Scroll down for school data

***Needs Assessment:** An assessment of data reveals that 80% of students in Third through Fifth grade scored an Achievement Level of 3 or above on the 2008 FCAT Reading Test.

Eighty-six percent of third grade students scored on FCAT Achievement Level 3-5. This is a four percent increase above last year's score. Third grade students were most successful with the Main Idea/ Author's Purpose and Reference and Research strands. However, third grade students require intensive instruction in Words and Phrases and Comparisons strands. Seventy one percent of Fourth graders scored on FCAT Achievement Levels 3-5. This is a nine percent decrease below last year's score. The highest fourth grade scores were achieved on the

Reference and Research and Words and Phrases strands. Likewise, fourth grade students demonstrated a need for intensive instruction in the Main Idea/Author's Purpose and Comparisons strand. Seventy eight percent of fifth grade students scored on FCAT Achievement Levels 3-5. This is a one percent increase over last year's score. Instruction in fifth grade will emphasize the Reference and Research and Words and Phrases strands. Students scored the highest in Main Idea/Author's Purpose and Comparisons strands.

All subgroups met Adequate Yearly Progress in Reading. Sixty-seven percent of the lowest 25% made learning gains. Sixty-seven percent of all students made learning gains. The percent proficient did not increase.

This assessment also uncovered needs which include but are not limited to the following: (1) the need for vertical articulation to occur between third, fourth and fifth grades, (2) the need for an instructional initiative which promotes vocabulary development school wide, and (3) the need for instructional frameworks across the curriculum which will encourage teachers to utilize the two-hour block to maximize learning and increase student reading achievement.

* Objective:	Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 81% or more of the students scoring at a Level 3 or higher on the 2009 FCAT Reading Test.
* Strategies:	<ol style="list-style-type: none"> 1. Provide in-service training on the 2008-2009 Comprehensive Reading Program to teachers new to a grade level. 2. Utilize the continuous improvement model to analyze data from PMRN scores of grades K-5 assessments to make instructional decisions. 3. Utilize Voyager Passport as an intensive intervention for all Third grade Tier II and Tier III students for up to 60 minutes per day as small group instruction. 4. Identify all Tier II and Tier III students in grades 3-5 to make instructional decisions for in school tutoring. 5. Identify students scoring levels 3 or above on the 2008 FCAT Test and monitor progress to maintain academic status. 6. Utilize the continuous improvement model to identify areas of strengths and weaknesses on the 2008 FCAT Reading Test to provide supplementary instruction aligned with strand weaknesses. 7. Collaborate with teachers through a professional development learning community on an on-going basis to review and discuss student assessments and adjust instructional focus as needed. 8. Sponsor motivational activities to promote the love of reading in students.
* Evaluation:	This objective will be evaluated by the percentage of students scoring at or above grade level on the 2009 FCAT Reading Test. The continuous improvement model will be used to monitor student performance through DIBELS, the interventions that are part of the Houghton Mifflin Reading Program (Soar to Success, Early Success, and Voyager). Exam View benchmark tests will also be used to monitor progress.
* Evidence-based Program(s):	Houghton Mifflin Core Literacy Program; Voyager Passport; Reading Plus
* Professional Development:	<p>September: Interventions, KidBiz/Achieve 3000</p> <p>October: Interventions, Impact II, Data Analysis, Edusoft, Differentiated Instruction</p> <p>November: DAR, Edusoft, MCLASS, Data Analysis, CRRP</p> <p>December: Small Learning Communities, CRRP</p> <p>January: Small Learning Communities, differentiated Instruction, CRRP</p> <p>February: Small Learning Communities, Data Analysis</p>

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Before and After School Tutorial	Title III Grant	\$2,000.00
		Total: \$2,000.00
		Final Total: \$2,000.00

*** Non-Highly Qualified Instructors:** All teachers are highly qualified.

End of Reading Goal

Goal: Mathematics

*Note: Required for Title I
 Scroll down for school data

*** Needs Assessment:** An assessment of data reveals that 82% of students in third through fifth grade scored an Achievement Level of 3 and above. Ninety-one percent of third grade students scored at FCAT Achievement Levels 3-5. This is a four percent increase above last year. Third grade students performed best in the Number Sense, Measurement and Geometry strands. Mathematics instruction in third grade will reinforce the Algebraic Thinking and Data Analysis strands. The data also reveals that students in fourth grade performed best in Measurement. Fourth graders performed equally at 71% for Geometry, Algebraic Thinking and Data Analysis. Instruction will focus on Number Sense where students mastered 64% of the content. Of the Fourth grade students, 79% scored in Achievement levels 3-5. This is a six percent increase above last year. Of the Fifth grade students, 71% scored in Achievement Levels 3-5. Fifth grade students performed best in Geometry. Instruction will focus on Measurement and Algebraic Thinking.

All subgroups met Adequate Yearly Progress in Mathematics. Eighty-three percent of the lowest 25% made learning gains. Seventy-eight percent of all students made learning gains. The percent proficient increased.

The assessment also uncovered needs which include, but are not limited to the following: (1) increased articulation between grade levels, and (2) the need for instructional frameworks across the curriculum which will encourage teachers to utilize the mathematics hour to maximize learning and increase mathematics achievement.

*** Objective:** Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 83% or more of the students scoring at a Level 3 or higher on the 2009 FCAT Mathematics Test.

*** Strategies:**

1. Identify eligible English Language Learners to participate in before and after school Title III tutoring in FCAT mathematics.
2. Sponsor school wide motivational activities to promote the love of mathematics in students.
3. Utilize the continuous improvement model to identify areas of strengths (Algebraic Thinking, Geometry, Number Sense) and weaknesses (Data Analysis and Measurement) on the 2008 FCAT Math Test to provide supplementary instruction aligned with strand weaknesses.

4. Create a custom group in Edusoft to monitor the progress of the lowest 25% of students in grades 3-5 and adjust instructional practices as necessary.
5. Offer before or after school math tutorial (Riverdeep, FCAT Explorer, Buckle Down) weekly for students in grades 4-5 scoring a Level 1 or 2 on the 2008 FCAT Mathematics test using small group instruction if funds are available.
6. Collaborate with teachers through a professional development learning community on an on-going basis to review and discuss student assessments and adjust instructional focus as needed.

***Evaluation:** This objective will be evaluated by the scores on the 2009 FCAT Mathematics Test. Exam View benchmark tests will be used to monitor progress. It will also be monitored using the assessments provided in the Harcourt Brace Mathematics Program.

***Evidence-based Program(s):** Harcourt Brace Mathematics Program

***Professional Development:**
 September: Riverdeep, Edusoft data analysis
 October: FCAT Explorer, Edusoft data analysis
 November: Edusoft data analysis, Comprehensive Math Plan
 December: Comprehensive Math Plan
 January: Comprehensive Math Plan
 February: Comprehensive Math Plan

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Before and After School Tutorial	Title III Grant	\$2,000.00
		Total: \$2,000.00
		Final Total: \$2,000.00

***Non-Highly Qualified Instructors:** All teachers are highly qualified.

End of Mathematics Goal

Goal: Writing

*Note: Required for Title I
 Scroll down for school data

***Needs Assessment:** An assessment of data reveals that 80% of fourth grade students scored at level 3.5 or above on the Writing +Essay. This is a decrease of six percent from the previous year.

Seventy-seven percent of fourth grade students earned a score of 3.5 or above on the narrative prompt. Likewise, 81% of students earned a score of 3.5 or above on the expository prompt. The mean score on the narrative prompt is 4.1 and the mean score on the expository prompt decreased to 4.0 from 4.1. The combined mean score is 4.1. Students are in need of support in composing narrative responses. All subgroups met Adequate Yearly Progress in Writing.

- * Objective:** Given instruction based on the Sunshine State Standards, students in fourth grade will improve their writing proficiency as evidenced by 81% or more of students scoring at a Level 3.5 or higher on the 2009 FCAT Writing +Test.
- * Strategies:**
 1. Participate in local, district, state and national writing contests.
 2. Afford teachers the opportunity to attend training to improve instruction in writing skills.
 3. Administer District Writing Pre and Post Test in First through Fourth grades to determine proficiency level in order to modify instruction where needed.
 4. Utilize word processing software as a tool to improve spelling, grammar, and format organization during small group instruction.
 5. Administer whole group monthly prompts in fourth grade to monitor progress in small group instruction towards set goal of 3.5 or higher score.
 6. Utilize the continuous improvement model to analyze data from the monthly prompts in order to make instructional decisions.
 7. Publish class books in grades K-2 and individual books in grades 3-5 to demonstrate a product of the writing process.
- * Evaluation:** The objective will be evaluated by the scores on the 2009 FCAT Writing+ Test. The District's Pre and Post test and monthly writing samples will be used to monitor progress.
- * Evidence-based Program(s):** Houghton Mifflin Core Literacy Program
- * Professional Development:**
 - September: Dade Reading Council Writer's Workshop
 - October: Monthly Prompt analysis, Writer's workshop
 - November: Monthly Prompt analysis, Writer's workshop
 - December: Monthly Prompt analysis, Writer's Workshop
 - January: Monthly Prompt analysis, Writer's workshop
 - February: Data analysis, Writer's workshop

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

Goal: Science

*Note: Required for Title I
 Scroll down for school data

- * Needs Assessment:** An assessment of the data reveals that 44% of Fifth grade students scored at Achievement Levels 3-5 on the 2008 FCAT Science Test. This is a three percent increase over last year.
 Fifth grade students mean scale score is 316. This represents an 8 point increase over last year's mean. This score is above the District's and State's mean scale score of 303 and 310 respectively. Students scored the highest in the Life/Environmental and Scientific Thinking Strands. Further analysis of this data reveals a need for continued remediation in the Earth and Space and Physical/Chemical science strands.

- * Objective:** Given instruction based on the Sunshine State Standards, the number of students in fifth grade meeting high standards will increase by six percentage points on the 2009 Science Test as compared to the 2008 administration of the FCAT Science Test.
- * Strategies:**
 1. Administer and analyze benchmark-referenced exams using Edusoft in grades 3-5.
 2. Administer the District's Science Interim and utilize the continuous improvement model to adjust instruction.
 3. Afford the opportunity for fifth grade students to join the Science club in order to participate in hands on learning on various scientific topics as funding permits.
 4. Engage students in both whole group and small group hands-on experiments/activities as seen on the master schedule.
 5. Utilize lab sheets and science kits to demonstrate monthly hands-on activities.
- * Evaluation:** This objective will be evaluated on the 2009 FCAT Science Test. Exam View benchmark tests and the district's Interim tests will be used to monitor progress. This objective will also be monitored using Edusoft.
- * Evidence-based Program(s):** Scott Foresman-Pearson Science Program, FOSS Kits
- * Professional Development:**
 - September: Pacing Guide
 - October: Edusoft, Data Analysis,
 - November: Exam View
 - December: Exam View data analysis
 - January: Edusoft data analysis
 - February: Edusoft data analysis

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

*** Non-Highly Qualified Instructors:** All teachers are highly qualified.

End of Science Goal

Goal: Parental Involvement

**Note: Required for Title I*

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- * Needs Assessment:** An analysis of data indicates a lack of Parent Academy workshops in the second semester. No parents showed up for a Pre K informational meeting. Workshops are commonly held in both English and Spanish. The workshops offered in 2007-2008 included topics on Pre-K-Kindergarten Orientation, MDCPS Programs and Resources, ESE, Standardized Testing, Parent Portal, Bullying, Peer Pressure and Accepting Differences, Internet Safety and Video Game Addiction. A survey of parent's interests was conducted at Open House to determine potential Parent Academy topics in order to increase participation.
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- * Objective:** Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 1 percentage point in the number of parents attending parent training sessions as evidenced by comparing sign in sheets for the 2008-2009 school year to the 2007-2008 school year.
- * Strategies:**
1. Announce special events on the school marquee to promote communication, awareness and support of school activities in accordance with the National PTA standard one.
 2. Use Connect Ed to inform parents of upcoming Parent Academy sessions and other upcoming Title I and/or school events(National PTA Standard 1).
 3. Inform and invite parents to utilize the onsite Parent Resource Center (National PTA standard 2).
Maintain the Parent Resource Center with the latest community and school resource information of interest to parents and offer same information to parents in the main office communication bulletin board (National PTA standard 2).
 4. Sponsor Parent Academy sessions to discuss topics of interest to parents and offer informational and educational sessions (National PTA Standard 2).
 5. Host volunteer breakfast to encourage parental and community involvement.
 6. Distribute and/or post a bilingual newsletter for families to communicate pertinent school information and establish a home to school connection (National PTA standard 1 and Title I recommendations).
 7. Sponsor class incentives to increase PTA membership (National PTA Standard 5).
 8. Survey parents to determine topics of interest for Parent Academy sessions.
 9. Distribute the Title I School-Parent Compact to establish roles and responsibilities shared by the school and the parents.
 10. Award Student of the Month certificates and invite parents to the live ceremony held on closed circuit television.
- * Evaluation:** This objective will be evaluated by comparing the PTA sponsored Parent Academy workshop sign-in rosters from the 2008-2009 school year with the previous year's attendance logs.
- * Evidence-based Program(s):** National PTA Standards for Parent and Family Involvement
- * Professional Development:** September: Parent Involvement Day
October: Volunteer Breakfast
November: FCAT Testing
December: Bilingual Parent Outreach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment: Data from the 2006-2007 Department of Education Return on Investment (ROI) Index indicates a percentile rank of 76. The Percent of Highest ROI Value is 67%. The total program cost per WFTE is \$6,319.

Objective: Dante B. Fascell Elementary School will increase its ranking to the 77th percentile on the State of Florida ROI index publication.

- Strategies:**
1. Become more informed about the use of financial resources in relation to school programs.
 2. Collaborate with the district on resource allocation.
 3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private, foundations, volunteer networks.
 4. Consider shared use of facilities, partnering with community agencies.

Evaluation: On the next published State of Florida ROI index publication, Dante B. Fascell Elementary School will increase its percentile rank by 1%.

End of Return on Investment Goal

ADDITIONAL GOALS

No Additional Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Before and After School Tutorial	Title III Grant	\$2,000.00
Mathematics	Before and After School Tutorial	Title III Grant	\$2,000.00
			Total: \$4,000.00
			Final Total: \$4,000.00

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

SAC Involvement

The School Advisory Committee works with the principal to make various school based decisions. One of the major responsibilities of EESAC is to write, monitor and evaluate the implementation of the School Improvement Plan. The EESAC will receive \$5 per child this year. This amounts to approximately \$2,885.00. The money will be used for supplies. EESAC members have participated in activities within the region and feeder pattern to share Best Practices that are in place and have been successful in other schools. In addition, they discuss practices that could be modeled to meet the needs of our students and enhance our educational programs and initiatives. This committee is responsible for allocating the Florida School Recognition funds awarded to the school.

SAC Members

Members

- 1) Estela Santiago, Principal
- 2) Kimberly Bogan, SAC Chair
- 3) Ezequiel Pineda, Student
- 4) Ana Diaz, Teacher
- 5) Debra Gamundi, Teacher
- 6) Elaine Rampersaud, Teacher
- 7) Carlos Mancebo, Teacher
- 8) Lillian Cosio, Business Member
- 9) Solange Mullins, Parent
- 10) Nora Rutz, Parent
- 11) Ann Feathers, Parent
- 12) Yvette Mancebo, Parent
- 13) Julio Guevara, Parent
- 14) Claudia Gonzalez, Parent
- 15) Homayra Pineda, School Support Personnel

IMPLEMENTATION EVALUATION

The EESAC will receive on-going reports on the status of the implementation of the School Improvement Plan (SIP). A mid-year review of the implementation of the current SIP will be conducted in order to assess where resources need to be targeted for the remainder of the school year. Additionally a progress assessment meeting will be scheduled at the end of the school year. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in next year's SIP.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	%	%Non-Mastery	%	%Non-Mastery	%	%Non-Mastery	%	%Non-Mastery	%	%Non-Mastery

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
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2008-2009 Florida School Improve...

	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

End of **Baseline Data Report**

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade DANTE B. FASCELL ELEMENTARY SCHOOL 1811												
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 458 Math: 458		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?			YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	80	Y	82	Y		90	Y			NA	19	20	NA	22	18	NA	75	NA	80	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
HISPANIC	100	Y	100	Y	80	Y	82	Y		90	Y			NA	19	20	NA	22	18	NA	76	NA	79	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	77	Y	81	Y		87	N			NA	23	23	NA	24	19	NA	74	NA	79	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	72	Y	79	Y		85	N			NA	25	28	NA	24	21	NA	76	NA	79	NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA		NA		NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade DANTE B. FASCELL ELEMENTARY SCHOOL 1811												
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 533 Math: 533		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress?			YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	81	Y	78	Y	93		Y			NA	20	20	NA	21	22	NA	78	NA	73	NA		
WHITE	100	Y	100	Y		NA		NA			NA			NA			NA	18		NA		NA		NA		
BLACK		NA		NA		NA		NA			NA			NA			NA	6		NA		NA		NA		
HISPANIC	100	Y	100	Y	81	Y	78	Y	93		Y			NA	21	19	NA	23	22	NA	79	NA	74	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA	14		NA		NA		NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	77	Y	76	Y	92		Y			NA	23	24	NA	25	24	NA	75	NA	72	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	75	Y	76	Y			Y			NA	31	33	NA	28	24	NA	77	NA	74	NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA	50		NA		NA		NA		

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2													Dade DANTE B. FASCELL ELEMENTARY SCHOOL 1811							
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)						Read: 543 Math: 543		2005-2006 School Grade ¹ : A			Did the School make Adequate Yearly Progress? ⁵ YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N
TOTAL ⁴	100	Y	100	Y	82	Y	79	Y	93	Y			NA	20	18	NA	22	21	NA	
WHITE	100	Y	100	Y	84	NA	82	NA			NA			NA		NA	15	18	NA	
BLACK		NA		NA		NA		NA			NA			NA		NA			NA	
HISPANIC	100	Y	100	Y	81	Y	77	Y	93	NA			NA	21	19	NA	23	23	NA	
ASIAN		NA		NA		NA		NA			NA			NA		NA			NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA			NA	
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	79	Y	75	Y	93	92	NA			NA	23	21	NA	26	25	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	75	Y	72	Y			NA			NA	31	25	NA	28	28	NA
STUDENTS WITH DISABILITIES	100	Y	99	Y	49	NA	50	NA			NA			NA		NA	45	50	NA	

SCHOOL GRADE DATA

Dade School District DANTE B. FASCELL ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	86%	86%	51%	309	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	78%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	83% (YES)			150	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District DANTE B. FASCELL ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	85%	93%	50%	317	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	77%	68%			145	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	70% (YES)			143	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					605	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District DANTE B. FASCELL ELEMENTARY SCHOOL 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	89%	84%	91%	264	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.	
% of Students Making Learning Gains	71%	75%		146	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 	
Adequate Progress of Lowest 25% in the School?	66% (YES)			66	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .	
Points Earned				476		
Percent Tested = 100%					Percent of eligible students tested	
School Grade				A	Grade based on total points, adequate progress, and % of students tested	