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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 1811 - Dante B. Fascell Elementary School

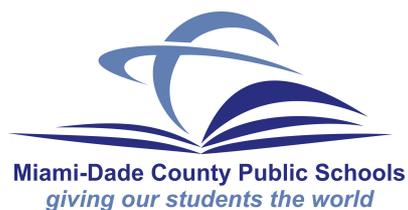
*FeederPattern:* John A. Ferguson Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Estela Santiago

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Dante B. Fascell Elementary School*

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Dante B. Fascell Elementary School is located in southwest Miami-Dade County in one of the fastest growing areas of Kendall. The surrounding area includes single family homes, rental units, and HUD housing. The school services students in grades pre-kindergarten through five. The majority of the students come from low to middle socioeconomic backgrounds. Approximately 86 percent of the more than 1100 students attending the school are Hispanic and 36 percent of them have been identified as being Limited English Proficient (LEP) students. Sixty-eight percent of the students are on the Free/Reduced Meals Program.

Given instruction based on the Sunshine State Standards, students will improve their reading skills as evidenced by 87% scoring at a level 3 or higher on the 2006 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students will increase their math skills as evidenced by 83% scoring at level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students will improve their writing proficiency as evidenced by ninety five percent of students scoring a 4.0 and above on the 2006 FCAT Writing+ Test.

Given instruction in the Sunshine State Standards, students will increase their science skills as evidenced by meeting or exceeding the District's mean scale score on the 2006 FCAT Science Test.

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a one percent increase in the total number of stakeholders participating in Coffee Talks and a Volunteer Breakfast as compared to the 2004-2005 school year as documented on sign-in logs.

Given the attention to end of year attendance, overall school attendance will increase by .08 as compared to the 2004-2005 school year as measured by the End of Year Attendance Bulletin.

Given the number of teachers currently using the Classroom Performance System, the school will increase the number of users by 2% by comparing the 2004-2005 to 2005-2006.

Given the number of students who currently participate in the Free Breakfast Program, 22.52% of the students will eat breakfast in the cafeteria as documented by the Historical Report.

Given emphasis on the benefits of participation in extra curricular activities, the number of students participating in clubs will increase by 1% as compared to the 2004-2005 school year as evidenced by Membership rosters.

Given the State of Florida ROI Index, Dante B. Fascell Elementary School will improve its ranking on the State of Florida ROI index publication by two percent on the next publication of the index.

Results of the OPIS survey are very positive in all categories. Although all categories were rated high, there were two categories that have been identified as needing attention. Two questions representing those categories include, I am recognized for my work; and I know how well my organization is doing financially. To address these concerns, the Leadership Team will develop a faculty and staff recognition program. The Leadership Team will share information on student and EESAC funding and provide budgetary informational sessions for anyone interested.

## **MIAMI-DADE COUNTY PUBLIC SCHOOLS**

### **VISION**

We are committed to provide educational excellence for all.

### **MISSION**

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### **CORE VALUES**

#### ***Excellence***

We pursue the highest standards in academic achievement and organizational performance.

#### ***Integrity***

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

#### ***Equity***

We foster an environment that serves all students and aspires to eliminate the achievement gap.

#### ***Citizenship***

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## **Dante B. Fascell Elementary School**

### **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**

Dante B. Fascell Elementary School's mission statement is: Brightening the future through the power of knowledge using a multiple intelligence approach.

### **CORE VALUES**

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.

## *School Demographics*

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Dante B. Fascell Elementary School is a public, non-profit organization within the Miami-Dade County Public School system. Founded in 1996, the school is located in southwest Miami-Dade County, in one of the fastest growing areas of Kendall. The school services students in grades pre-kindergarten through five. These students include standard curriculum students (92 percent), SWD students (8 percent), LEP students (36 percent), and economically disadvantaged students (68 percent). The ethnic/racial makeup of the student population is 86 percent Hispanic, eight percent White Non-Hispanic, three percent Black Non Hispanic, and three percent Asian/Indian Multiracial.

The school received the Governor's Sterling Award in 2004. For the past 4 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.

DBFE employs a total of 93 full time and 28 part time instructional and non-instructional personnel. There are 107 females and 14 males. There are 3 administrators, 70 instructional staff and 8 clerical members of the staff. Thirteen members are White, ten are black, ninety-five are Hispanic and 3 report being an ethnicity other than those.

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

# *School Foundation*

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## ***Leadership:***

Dante B. Fascell Elementary utilizes a cascading organizational structure in which the principal and her administrative team in collaboration with the Organizational Leadership Team (OLT) and the Educational Excellence Advisory Committee (EESAC) set the direction for the school. The senior leadership with the assistance of chairpersons interprets guidelines and requirements when revisiting its vision as well as formulating DBFE's strategic policies and aligning processes across all subsystems of the organization.

All of the school's stakeholders/customers have a vested interest in the school's performance and are therefore given an active role and provide meaningful input in the strategic planning process.

Two groups are charged with the responsibility of assisting senior leaders with the development of the strategic plan; the EESAC and OLT. The EESAC is responsible for addressing academic performance while the OLT addresses non-academic organizational issues.

To ensure the proper direction, assess progress and sustain improvement, the Principal and her administrative team regularly meet with various leadership committees. As the needs of each unit are redefined, it may be necessary to reconfigure processes. The elected leaders of each committee are responsible for conveying information to and from their members thus assuring that values and performance expectations are openly communicated. DBFE's cascading leadership system guarantees that continuous improvement occurs across the entire school and that communication travels in all directions.

The score for Leadership is 4.6 on a 5.0 scale. The majority of respondents answered strongly agree for the seven questions in this category.

## ***District Strategic Planning Alignment:***

In order to align the school's vision and mission with the requirements of FDOE, M-DCPS, its strategic plan and customer needs, DBFE has identified three Key Performance areas. These three areas are linked to the school's overall product of achieving educational excellence. DBFE's key performance areas include:

- Improved student achievement to empower students through knowledge
- A dedicated high performing workplace
- Effective and Efficient operational systems

At DBFE the key participants in managing the school's strategic planning process and aligning it to the M-DCPS strategic plan are the EESAC and the OLT. The EESAC is responsible for addressing the School to Career and the Effective Learning Environment goals of the district's strategic plan which are academic in nature. The Efficient Management goal of the district's plan is addressed by the OLT. This allows for the participation of all the school's stakeholders during this process.

The score for District Strategic Planning is 4.4 on a 5.0 scale. The majority of respondents answered in the affirmative for the 6 items measuring this category.

## ***Stakeholder Engagement:***

In determining the requirements, expectations and needs of customers and stakeholders, DBFE articulates that students are the internal customers, and that active involvement from all stakeholders is integral to both school and district operations.

DBFE acknowledges and values the input its customer groups have on the overall strategic planning process. The inclusion of all customer segments within each decision-making body has proven invaluable to acquiring information and utilizing that information to improve customer satisfaction and maintaining high academic achievement. Listening and learning methods are kept current with organizational needs by directly aligning them to DBFE's three key performance areas.

The customers also rely on various representative groups to communicate their needs. These groups include, but are not limited to Student Council, EESAC, OLT, and the PTA. As DBFE strives to generate more effective community partnerships by maintaining open lines of communication and aligning stakeholders' needs with each group.

DBFE leadership strongly believes that with these communication mechanisms and continued academic achievement the school is maintaining its customer's loyalty. Within the established boundaries, DBFE recognizes that it is essential to the success of the school to consider knowledge of customer and stakeholder needs and expectations, and to carefully examine how the school builds relationships to increase retention of its customers.

The score for Stakeholder Engagement is 4.5 on a 5.0 scale. The majority of respondents answered in the affirmative for the 5 items in this category.

### ***Faculty & Staff:***

DBFE organizes and manages work and jobs to promote cooperation, initiative, empowerment, and innovation through its cascading leadership system.

Consensus based decision-making groups are at the heart of our organization. Employees are empowered through their participation in leadership teams and committees. These groups work cohesively towards the accomplishment of school-wide goals, execution of strategies, and successful completion of measurable objectives. In addition, the encouragement of knowledge and skill sharing across all work units results in an environment conducive to cooperation. Within this cooperative environment, employees are encouraged to think "outside the box" and take risks thereby promoting an organizational culture that supports innovative thinking.

The use of professional development days enables DBFE to manage work and achieve agility when addressing current organizational needs. These meetings allow faculty teams to convene and address the specific needs of their particular subgroup in a timely manner. Individual staff members share with senior leaders diverse ideas to address areas for improvement.

DBFE is dedicated to cross-training and leadership development opportunities throughout the organization. Cross-training is prevalent within the clerical staff.

The score for Human Resource Focus was 4.5 on a 5.0 scale. The majority of respondents answered in the affirmative for the 6 items.

### ***Data/Information/Knowledge Management:***

Data collected by DBFE leadership teams are aligned to the tracking of daily operations and for the tracking of overall organizational performance through the use of the school's balanced scorecard (Snapshot). This document aligns all collected data with each of the school's three key performance areas. This alignment facilitates the integration of data across all subsystems of the organization during the performance review process. Leadership team members disseminate performance review findings to their constituent groups to be utilized for the development of Professional Development Plans and to adjust curriculum delivery methods, thus allowing for this data to directly support organizational decision-making and innovation.

DBFE collects relevant data for tracking of daily operations and overall organizational performance. The following are some data collected: Student/Stakeholder Satisfaction; Demographic/Enrollment Trends; No Child Left Behind Annual Yearly Progress Report; State of Florida Accountability Report; Technology Data; Professional Development Surveys; Feedback Reports; Student Performance Data.

The score for Process Management was 4.5 on a 5.0 scale. The majority of respondents answered in the affirmative for the 6 items.

### ***Education Design:***

Dante B. Fascell Elementary determines its key value creation processes through a systematic strategic planning approach, which utilizes the Plan-Do-Study-Act model for continuous improvement.

Due to the fact that careful consideration has been taken to align all key processes to federal, state, district and school mandates and policy, the day to day operation of these processes assist administration, faculty and staff in meeting customer/stakeholder requirements. The participation of both leadership teams as well as all leadership committees ensures that this process is inclusive of all stakeholders and customers.

The following are key processes and performance measures used by the school:

- \* School Improvement Plan Process
- \* CST Process
- \* LEP Process
- \* Academic Performance
- \* School Operational Achievement Plan (SOAP) Process
- \* Code Red Process
- \* Fire Emergency Process
- \* Tornado Emergency Process
- \* School Maintenance and Cleanliness Process
- \* Public Relations Process
- \* Inventory Control Process

The score for Process Management was 4.4 on a 5.0 scale. The majority of respondents answered in the affirmative for the 4 items.

### ***Performance Results:***

Results of an online survey reveal a high satisfaction among the school's employees about all aspects of the organization. Student performance in all areas measured continues to be exceptional. The school has maintained a grade of A for the past 4 years, making AYP this year. The school currently has 10 National Board Certified

Teachers. The school has been recognized as one of the Top Ten schools with learning gains.

The score for Business Results was 4.5 on a 5.0 scale. The majority of respondents answered in the affirmative for the 9 items.

## GOAL 1: READING

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 1 STATEMENT:***

Reading achievement will increase school wide.

### ***Needs Assessment***

An assessment of data reveals that 83% of Third grade students scored on FCAT Achievement Level 3-5. Third grade students were most successful with the Main Idea/Author's Purpose and the Comparisons strands. However, Third grade students require intensive instruction in the Words & Phrases and Reference & Research strands. Eighty percent of Fourth graders scored on FCAT Achievement Levels 3-5. Fourth grade students' highest scores were achieved on the Main Idea/Author's Purpose and the Reference and Research strands. However, Fourth grade students show a need for intensive instruction in the Words and Phrases and Comparisons strands. Seventy five percent of Fifth grade students scored on FCAT Achievement Levels 3-5. There was improvement shown over last year in strands consisting of Main Idea, Author's Purpose, Comparisons, and Reference and Research. Fifth grade will need intensive instruction in the Words and Phrases strand. 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.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

## Measurable Objective

Given instruction based on the Sunshine State Standards, students will improve their reading skills as evidenced by 87% scoring at a level 3 or higher on the 2006 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the District's Comprehensive Reading Plan using researched based Houghton Mifflin Reading Program.	K-5 Teachers; Reading Coach	8/8/2005	5/24/2006
Utilize Voyager Passport as an intensive intervention for all Third grade Tier II and Tier III students.	Teacher; Reading Coach	10/10/2005	5/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their FCAT level one and two or lower performing students.	Teachers	10/17/2005	5/15/2006
Use the continuous improvement model to identify areas of strengths and weaknesses on the 2005 FCAT Reading to provide supplementary instruction aligned with strand weaknesses.	Assistant Principal	8/4/2005	5/24/2005
Utilize the continuous improvement model to analyze data from PMRN score reports of lowest 25% in Fourth and Fifth grade each grading period to make instructional decisions.	K-5 Teachers, Reading Coach	9/21/2005	5/3/2006
Offer intensive reading tutorial utilizing CRISS strategies during school hours for students scoring a Level 1 or 2 on the 2005 FCAT Reading Test.	Teacher	10/10/2005	5/24/2006

### Research-Based Programs

Houghton Mifflin Core Literacy Program; Voyager Passport

## **Professional Development**

CRISS, Houghton Mifflin, Edusoft, Reading Plus, Voyager Passport, DAR, DIBELS, Riverdeep, FCAT Explorer, PMRN, Dade Reading Council's Reading Conference, International Reading Association's Annual Reading Conference.

## **Evaluation**

This objective will be evaluated on the 2006 FCAT Reading Test. District FCAT Reading Standards Semester tests will be used to monitor progress towards goals.

## GOAL 2: MATHEMATICS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 2 STATEMENT:**

Math achievement will increase school wide.

**Needs Assessment**

An assessment of data reveals that 84 percent of Third grade students scored in FCAT Achievement Levels 3-5. Their highest performing strands are Measurement, Geometry, Algebraic Thinking and Data Analysis. However, students could benefit from extra support in the Number Sense strand. The data also reveals that students in Fourth grade maintained or increased performance in all strands except Measurement. Seventy six percent of Fourth grade students scored in Achievement Levels 3-5. Seventy two percent of Fifth grade students scored in Achievement Levels 3-5. Fifth grade students maintained or improved in all tested strands. An analysis of this data demonstrates that students need support in the Number Sense strand. 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.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

## Measurable Objective

Given instruction based on the Sunshine State Standards, students will increase their math skills as evidenced by 83% scoring at level 3 or higher on the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a custom group in Edusoft to monitor the progress of Level 1 and 2 students and adjust instructional practices as necessary.	Assistant Principal/ Teachers	10/20/2005	3/15/2006
Offer before or after school math tutorial for students scoring a Level 1 or 2 on 2005 FCAT Mathematics Test.	Lead Teacher/ Teachers	10/10/2005	3/16/2006
Engage students in solving a “problem of the day” activity based on lowest performing strands of Number Sense or Measurement.	Teachers	10/10/2005	2/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two or lower performing students.	Teachers	10/17/2005	5/15/2006
Utilize the continuous improvement model to identify areas of strengths and weaknesses on the 2005 FCAT Math Test to provide supplementary instruction aligned with strand weaknesses.	Assistant Principal/ Teachers	8/4/2005	5/24/2005
Use the continuous improvement model to analyze data from District’s First Semester Math test to note progress and adjust supplementary instruction.	Teachers/Assistant Principal	10/10/2005	12/15/2005

### Research-Based Programs

Harcourt Brace Mathematics Program

### Professional Development

Riverdeep, Math and Science Conference

## **Evaluation**

This objective will be evaluated by the scores on the 2006 FCAT Mathematics Test. District FCAT Math Semester tests will be used to monitor progress towards goals.

### GOAL 3: WRITING

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 3 STATEMENT:**

Writing achievement will increase school wide.

**Needs Assessment**

An assessment of data reveals that 76% of Fourth grade students earned a score of 4.0 or above on the narrative prompt. Likewise, 69% of students earned a score of 4.0 or above on the expository prompt. The mean score on the narrative prompt is 4.2 while the mean score on the expository prompt is 4.0. Students are in need of support in composing expository responses.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

## Measurable Objective

Given instruction based on the Sunshine State Standards, students will improve their writing proficiency as evidenced by ninety five percent of students scoring a 4.0 and above on the 2006 FCAT Writing+ Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer District Writing Pre and Post Test and determine proficiency level to modify instruction where needed.	Reading Coach; Teachers 1-5	9/19/2005	1/27/2006
Utilize word processing software as a tool to improve spelling, grammar, and format.	Teachers	8/8/2005	5/19/2006
Participate in various local, district, state and national writing contests.	Reading Coach; Teachers	10/10/2005	5/15/2006
Afford teachers the opportunity to attend training to improve instruction in writing skills.	Administration	10/10/2005	1/31/2006
Complete an Academic Improvement Plan for fourth grade students who scored a Level 1 or 2 on the FCAT and students working below grade level.	Teachers	10/17/2005	5/15/2006
Administer a monthly prompt in fourth grade to monitor progress towards set goal.	Teachers	10/10/2005	1/31/2006

### Research-Based Programs

Houghton Mifflin Literacy Program

### Professional Development

Writing inservice for fourth grade teachers

### Evaluation

The objective will be evaluated by the scores on the 2006 FCAT Writing+ Test. Progress will be monitored using the District's Pre/Post test.

## GOAL 4: SCIENCE

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 4 STATEMENT:**

Science achievement will improve school wide.

**Needs Assessment**

An assessment of the data reveals that Fifth grade students mean scale score is 287. This score is above the District’s mean scale score. However, this score is below the state’s mean scale score of 296. Further analysis of this data reveals a need for remediation in the Life and Environment strand.

## Measurable Objective

Given instruction in the Sunshine State Standards, students will increase their science skills as evidenced by meeting or exceeding the District's mean scale score on the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Engage students in hands-on activities.	Teachers	10/10/2005	5/24/2006
Use science themed trade books to reinforce strands as needed.	Teachers	10/10/2005	5/15/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their FCAT level one and two and lower performing students.	Teachers	10/17/2005	5/15/2006
Use the continuous improvement model to administer a pre and post test to Fifth grade to monitor progress and adjust instruction where necessary.	Administration; Teachers	10/20/2005	1/30/2006
Provide practice in Life and Environmental Science strand.	Fifth grade teachers	10/10/2005	2/24/2006
Utilize lab sheets and FOSS kits to demonstrate hands- on activities each semester.	Teachers	10/10/2005	5/15/2006

### Research-Based Programs

Harcourt Brace Science Program, FOSS Kits

### Professional Development

Integration of Science themed trade books, grade level articulation on life and environmental science strand.

### Evaluation

This objective will be evaluated after the 2006 administration of the FCAT Science Test.

## GOAL 5: PARENTAL INVOLVEMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**GOAL 5 STATEMENT:**

Parental Involvement will increase school wide.

**Needs Assessment**

An assessment of data reveals that there is a need to offer a variety of parental activities to increase parental involvement and assist parents in helping their children at home. According to the Office of Family and Community Involvement, “evidence continues to be positive and convincing that students make greater gains when schools engage families in learning”. Research results released by the Southwest Educational Development Laboratory show that programs and special efforts to engage families are related to strong and consistent improvement in academics. Also, students in schools with highly rated parent partnership programs made greater gains on state tests than those in schools with lower rated programs.

Fourteen people attended the Volunteer Breakfast. Thirty seven people attended the Coffee Talks. Efforts will be made to increase attendance at these two events.

## Measurable Objective

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a one percent increase in the total number of stakeholders participating in Coffee Talks and a Volunteer Breakfast as compared to the 2004-2005 school year as documented on sign-in logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Inform and invite parents to utilize the onsite Parent Resource Center.	Counselors	8/21/2005	5/3/2006
Distribute and/or post a bilingual newsletter for families to communicate pertinent school information and establish a home school connection.	Counselors	8/8/2005	5/3/2006
Maintain the Parent Resource Center with the latest community and school resource information of interest to parents.	Counselors	8/8/2005	5/24/2006
Announce special events on the school marquee to promote communication, awareness and support of school activity.	Administrator, Head Custodian	8/8/2005	5/24/2006
Sponsor class incentives to increase PTA membership.	Administrator	10/10/2005	1/31/2006
Sponsor informational sessions to discuss topics of interest to parents.	Reading Coach, Counselors, Administrator	10/10/2005	4/28/05

### Research-Based Programs

National PTA Standards for Parent & Family Involvement

### Professional Development

Volunteer orientation; Accessing Parent Resource Center

### Evaluation

This objective will be evaluated by comparing the parent sign-in sheets of "Coffee Talks" and the Volunteer Breakfast from the 2005-2006 school year with the 2004-2005 parent sign-in logs.

## GOAL 6: DISCIPLINE & SAFETY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 6 STATEMENT:**

Attendance will improve school wide.

### **Needs Assessment**

Data from the M-DCPS Percentage of Attendance report for the 2004-2005 school year indicates that the average daily attendance was 1,064 with a membership of 1,107. The school was ranked at number 50 with a percentage of attendance at 96.10. An analysis of this same report for the fourth grading period of the 2004-2005 school year indicates a ranking at number 65. The percentage of attendance was 94.71, down from 95.45 for the same time in the previous year.

## Measurable Objective

Given the attention to end of year attendance, overall school attendance will increase by .08 as compared to the 2004-2005 school year as measured by the End of Year Attendance Bulletin.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students with excessive absences and provide counseling interventions to address reasons for excessive absences.	Counselors, Administration	10/10/2005	5/24/2006
Inform parents of students with excessive absences of mandatory attendance laws and consequences of continued absences.	Counselors, Administration	8/8/2005	5/24/2006
Collaborate with students and parents to address any issues related to excessive absenteeism.	Teachers, Administration, Counselors	8/8/2005	5/24/2006
Disqualify any students with three or more absences from participating in extra curricular activities.	Administration	8/8/2005	5/24/2006
Offer incentives to students with less than three absences.	Administration	8/8/2005	5/24/2006

### Research-Based Programs

T.I.P.

### Professional Development

NA

### Evaluation

This objective will be evaluated by the 2005-2006 End of Year Attendance Bulletin report.

## GOAL 7: TECHNOLOGY

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 7 STATEMENT:**

The use of technology to enhance instruction will increase school wide.

**Needs Assessment**

According to the STaR School Profile, teachers access to technology at Dante Fascell Elementary School is in the 2.5 range, in the middle of the intermediate to advanced ranges. However, Teacher use of Technology scored a 2.2, putting Dante Fascell Elementary School just above the intermediate range and well below the target range of 4.0. This score is slightly below the statewide elementary average. Student access to technology is in the top of the intermediate range and above the District and State. Likewise, at 3.1, the Student Use of Technology remains above the District and State. This score puts Dante Fascell Elementary School at the very beginning of the advanced stage. This data shows that students are using the technology available to them. There were seven Classroom Performance System users. However, teachers can benefit from having greater access to technology in order to increase their usage.

## Measurable Objective

Given the number of teachers currently using the Classroom Performance System, the school will increase the number of users by 2% by comparing the 2004-2005 to 2005-2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training for new CPS users.	Administration	8/4/2005	10/6/2005
Purchase extra Classroom Performance System units.	Administration	6/1/2005	8/8/2005
Create CPS test bank for various grade levels.	Teachers	8/8/2005	5/24/2006
Submit reports of quizzes and tests taken and created using CPS.	Teachers	10/10/2005	5/24/2006
Survey teachers to assess interest in using CPS.	Administration	5/18/2005	8/8/2005

## Research-Based Programs

Classroom Performance System

## Professional Development

Classroom Performance System Training

## Evaluation

This objective will be evaluated by the number of teachers using the Classroom Performance Systems by the end of the 2005-2006 school year.

## GOAL 8: HEALTH & PHYSICAL FITNESS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 8 STATEMENT:***

The number of students eating breakfast at school will increase school wide.

### ***Needs Assessment***

The percentage of students participating in the Free Breakfast Program for the 2004-2005 school year was 20.52%. The percentage of students participating in the Free and Reduced Lunch Program was 70.38. Research reports that students do better academically if they have eaten a healthy breakfast. Habitually tardy students will be targeted and encouraged to participate in this program.

## Measurable Objective

Given the number of students who currently participate in the Free Breakfast Program, 22.52% of the students will eat breakfast in the cafeteria as documented by the Historical Report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze reports to determine the number of students eating breakfast in the cafeteria last year.	Administration, Cafeteria Manager	10/10/2005	10/20/2005
Remind students of the importance of a healthy breakfast.	Teachers, Administration	10/10/2005	5/24/2006
Target students who are habitually tardy to school.	Counselors, Administration	10/10/2005	5/3/2006
Analyze the number of participating students on a monthly basis.	Cafeteria Manager	10/10/2005	5/19/2006
Provide a variety of menu choices in the cafeteria for breakfast.	Cafeteria Manager	10/10/2005	5/24/2006

### Research-Based Programs

NA

### Professional Development

NA

### Evaluation

This objective will be evaluated by the Historical Report listing the number of students eating breakfast in the cafeteria for the 2005-2006 school year when compared to the 2004-2005 school year.

## GOAL 9: ELECTIVES & SPECIAL AREAS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 9 STATEMENT:**

The number of students participating in extra curricular clubs will increase school wide.

### ***Needs Assessment***

Audition interest forms for the school chorus were distributed at the beginning of the 2004-2005 school year. The majority of the forms were returned indicating a great interest in auditioning. However, due to safety issues resulting from an excessive number of students on stage at one time, the number of students being accepted into the Chorus has been capped. The Chess club is limited to interested Third through Fifth grade students because of space and supervision issues. Chimes Club is limited to Fourth and Fifth grade students because of equipment issues. An informal survey of teachers indicates a need to develop a love of Science. As a result, a Science club will be established. This club will utilize a hands on approach to encourage lifelong Science inquiry.

## Measurable Objective

Given emphasis on the benefits of participation in extra curricular activities, the number of students participating in clubs will increase by 1% as compared to the 2004-2005 school year as evidenced by Membership rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Determine interest of students for various clubs.	Administration	8/8/2005	9/9/2005
Establish a Science club.	Administration	9/1/2005	5/15/2006
Send a letter home describing the Science Club hours and proposed activities.	Club Sponsor	9/12/2005	9/15/2005
Hold auditions for all Fourth and Fifth grade students to participate in Chimes.	Music Teachers	10/10/2005	10/20/2005
Advertise schoolwide for students to participate in Chess Club.	Club Sponsor, Teachers	9/5/2005	10/10/2005
Hold auditions for all Second through Fifth grade students to participate in Chorus.	Music Teachers	10/10/2005	10/20/2005

## Research-Based Programs

NA

## Professional Development

NA

## Evaluation

This objective will be evaluated by comparing extra curricular club membership rosters from 2004-2005 to 2005-2006.

## GOAL 10: RETURN ON INVESTMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**GOAL 10 STATEMENT:**

The ROI index will increase.

**Needs Assessment**

The most recent data indicates that in 2003, Dante B. Fascell Elementary School ranked at the 90th percentile on the State of Florida ROI index.

## Measurable Objective

Given the State of Florida ROI Index, Dante B. Fascell Elementary School will improve its ranking on the State of Florida ROI index publication by two percent on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Administration	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Administration	8/8/2005	5/24/2006

## Research-Based Programs

NA

## Professional Development

NA

## Evaluation

On the next State of Florida ROI index publication, Dante B. Fascell Elementary School will show progress toward increasing the percentile.

## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors 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.</i>

### ***Budget:***

When the EESAC meets, budgetary issues are addressed and priorities are determined. The EESAC has supported the school's vision/mission by allocating funds to enhance academic programs including the expansion and maintenance of the school's technology and media programs.

### ***Training:***

EESAC recognized that in order for educational programs and initiatives to be successfully implemented, staff development is a key factor; thus, it has been recognized as key strategy in each of the School Improvement Plan objectives. A waiver was requested to utilize the funds allocated as extra-curricular supplements for professional development. Staff development is needed in the areas of reading, writing, math, technology and science.

### ***Instructional Materials:***

EESAC reviewed the school's needs in terms of instructional materials and indicated that additional courseware should be purchased for all grade levels including special area teachers. Supplementary materials should be purchased based on individual needs.

### ***Technology:***

EESAC funds were designated to meet the school's technology needs in order to achieve its goal to provide equitable access to every student in every classroom. EESAC continues to be committed to enhancing the school's programs and initiatives. Funds will be assigned as deemed necessary to include, but not be limited to, the areas of technology.

### ***Staffing:***

The EESAC members would like to see a reduction in the student-teacher ratio. EESAC recommended allocation of funds to reduce this ratio.

***Student Support Services:***

EESAC recognized improvement made in student attendance due to strategies implemented throughout the year. Parent workshops conducted by the Student Services Department were recognized as highly effective and were recommended to be continued. Suggestions were made for the Student Services Department to include conflict resolution as part of developmental counseling.

***Other Matters of Resource Allocation:***

The EESAC members wish to continue exploring possible ways to acquire additional funds, such as grants, to enhance the academic programs. The EESAC wants to explore ways to acquire parents' electronic mail addresses in order to send parents e-mail notifications and informational flyers.

***Benchmarking:***

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.

***School Safety & Discipline:***

The EESAC members are pleased with the safety of the school. However, members would like to continue to educate parents on safety.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*