

Miami-Dade County Public Schools

DANTE B. FASCELL ELEM. SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 8
 - D. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup..... 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement..... 20
- IV. Positive Learning Environment 30
- V. Title I Requirements (optional)..... 34
- VI. ATSI, TSI and CSI Resource Review 47
- VII. Budget to Support Areas of Focus 48

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Dante B. Fascell Elementary, we empower students to shape the future through knowledge, creativity, and a schoolwide STEM approach that nurtures all intelligences.

Provide the school's vision statement

We envision a community where every learner discovers their potential, embraces innovation, and turns dreams into reality—by daring to explore, thinking critically, expressing fully, achieving boldly, and reading passionately.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Rachel Pierre-Louis

rpierre-louis@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

- Lead the creation, implementation, and monitoring of the School Improvement Plan (SIP).
- Ensure SIP goals align with district and state priorities.
- Facilitate regular leadership team meetings to review data and adjust strategies.
- Oversee the development and delivery of professional development aligned with SIP goals.
- Communicate SIP progress to all stakeholders and ensure accountability.

Leadership Team Member #2

Employee's Name

Melissa Garcia

melissa_garcia@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Support the Principal in coordinating SIP activities and timelines.
- Monitor the implementation of instructional strategies and interventions.
- Assist with data collection, analysis, and reporting for SIP progress monitoring.
- Coordinate assessment logistics (iReady, F.A.S.T., etc.).
- Support teacher coaching and follow-up on professional development.

Leadership Team Member #3

Employee's Name

Lisa Cantin

lcantin@dadeschools.net

Position Title

Teacher Leader

Job Duties and Responsibilities

- Collaborate with the administrative team to analyze and disaggregate student performance data.
- Identify instructional gaps and recommend strategies to address them.
- Assist in the preparation and administration of student assessments (iReady, Growth Monitoring, F.A.S.T.).
- Attend district-sponsored professional development to build capacity and share best practices.
- Model effective instructional strategies and support colleagues in implementing SIP-aligned practices.
- Participate in planning and delivering professional development based on school-wide needs.

Leadership Team Member #4

Employee's Name

Audrey Lambert

alambert@dadeschools.net

Position Title

Teacher Leader

Job Duties and Responsibilities

- Collaborate with the administrative team to analyze and disaggregate student performance data.
- Identify instructional gaps and recommend strategies to address them.
- Assist in the preparation and administration of student assessments (iReady, Growth Monitoring, F.A.S.T.).
- Attend district-sponsored professional development to build capacity and share best practices.
- Model effective instructional strategies and support colleagues in implementing SIP-aligned practices.
- Participate in planning and delivering professional development based on school-wide needs.

Leadership Team Member #5

Employee's Name

Carlos Mancebo

mmancebo@dadeschools.net

Position Title

Teacher Leader

Job Duties and Responsibilities

- Collaborate with the administrative team to analyze and disaggregate student performance data.
- Identify instructional gaps and recommend strategies to address them.
- Assist in the preparation and administration of student assessments (iReady, Growth Monitoring, F.A.S.T.).
- Attend district-sponsored professional development to build capacity and share best practices.
- Model effective instructional strategies and support colleagues in implementing SIP-aligned practices.
- Participate in planning and delivering professional development based on school-wide needs.

Leadership Team Member #6

Employee's Name

Shirley Pico

spico1@dadeschools.net

Position Title

Teacher Leader

Job Duties and Responsibilities

- Collaborate with the administrative team to analyze and disaggregate student performance data.
- Identify instructional gaps and recommend strategies to address them.
- Assist in the preparation and administration of student assessments (iReady, Growth Monitoring, F.A.S.T.).
- Attend district-sponsored professional development to build capacity and share best practices.
- Model effective instructional strategies and support colleagues in implementing SIP-aligned practices.
- Participate in planning and delivering professional development based on school-wide needs.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Developing a School Improvement Process (SIP) requires a collaborative and inclusive approach that engages a wide range of stakeholders. The process begins by identifying key participants such as school leadership, teachers, support staff, parents, students, and community or business leaders. Effective communication is essential, so a variety of methods—such as meetings, surveys, focus groups, and online platforms—should be used to explain the purpose of the SIP and encourage meaningful input.

Initial data collection is conducted to assess the school's current performance, strengths, and areas for growth. This data serves as the foundation for stakeholder consultations, which are tailored to each group. Leadership teams focus on strategic goals and priorities, teachers and staff discuss instructional challenges and professional development needs, while parents and community members

share their expectations and ideas for engagement.

Once feedback is gathered, it is analyzed to identify common themes and key issues. A working group composed of representatives from each stakeholder group then collaborates to draft the SIP, outlining clear goals, strategies, action steps, and a timeline. The draft is shared for validation and feedback to ensure all voices are accurately represented. After incorporating suggestions, the final SIP is completed, detailing roles, responsibilities, and accountability measures.

The finalized plan is communicated transparently to all stakeholders, highlighting its key components and how progress will be tracked. Implementation follows, with ongoing monitoring and adjustments as needed. Maintaining open communication throughout ensures continued support and successful execution of the plan. This inclusive process helps create a well-rounded SIP that reflects the diverse needs of the school community and drives meaningful improvement.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Monitoring the School Improvement Process (SIP) is essential to ensure its successful implementation and to evaluate its impact on student achievement, particularly for students experiencing significant achievement gaps. The process begins with regular data collection and analysis, using academic assessments, standardized test scores, attendance records, and other indicators. This data is disaggregated to highlight disparities among student groups and guide targeted interventions.

Progress toward SIP goals—such as improving subject proficiency, increasing graduation rates, or enhancing attendance—is tracked using baseline data and periodic assessments. A designated SIP team, including administrators, teachers, specialists, and possibly community members, conducts regular performance reviews to evaluate the effectiveness of strategies and ensure alignment with the SIP's objectives.

Stakeholder involvement remains a key component throughout the monitoring process. Teachers,

parents, students, and community members contribute valuable feedback that helps assess the practicality and impact of the plan. This input supports a continuous improvement cycle, which involves analyzing results to identify successes and areas needing improvement, pinpointing challenges, revising strategies, and setting new SMART goals. Revised strategies are implemented and closely monitored to ensure they positively affect student outcomes.

The school maintains ongoing data monitoring to stay on track and make timely adjustments. Transparency is upheld through regular updates to stakeholders, fostering trust and encouraging collaboration. This structured and inclusive approach ensures the SIP remains dynamic, responsive, and focused on closing achievement gaps and promoting overall student success.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	79.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	36	47	68	60	65	65	0	0	0	341
Absent 10% or more school days	0	8	7	4	2	6	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	2	2	8	2	1	0	0	0	15
Course failure in Math	0	0	0	0	3	1	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	11	8	4	0	0	0	23
Level 1 on statewide Math assessment	0	0	0	0	3	1	0	0	0	4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	3	9	19	0	0	0	0	0	34
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	1	0	0	0	0	0	0	3

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	15	19	34	21	13	0	0	0	105

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	1	3	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		8	6	4	2	5				25
One or more suspensions										0
Course failure in English Language Arts (ELA)		2	2	8	2	1				15
Course failure in Math		2	2	7	2	3				16
Level 1 on statewide ELA assessment				6	12	12				30
Level 1 on statewide Math assessment				3	5	6				14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	8	14	25						48
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	4	2	13	3					23

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	6	18	14	15				58

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	3	6						12
Students retained two or more times				2	1	1				4

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	83	65	59	72	63	57	72	60	53
Grade 3 ELA Achievement	76	65	59	59	63	58	63	60	53
ELA Learning Gains	75	65	60	72	64	60			
ELA Lowest 25th Percentile	67	62	56	63	62	57			
Math Achievement*	85	72	64	87	69	62	78	66	59
Math Learning Gains	80	66	63	82	65	62			
Math Lowest 25th Percentile	81	59	51	80	58	52			
Science Achievement	78	63	58	71	61	57	67	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	81	66	63	56	64	61	70	63	59

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	78%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	706
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
78%	71%	69%	81%	53%		72%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	62%	No		
English Language Learners	79%	No		
Hispanic Students	78%	No		
Economically Disadvantaged Students	81%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	83%	76%	75%	67%	85%	80%	81%	78%					81%
Students With Disabilities	64%	36%	65%		72%	65%		64%					68%
English Language Learners	82%	74%	74%	68%	87%	86%	84%	75%					81%
Hispanic Students	83%	75%	76%	65%	85%	80%	81%	76%					81%
Economically Disadvantaged Students	81%	78%	74%	71%	87%	83%	92%	80%					85%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	72%	59%	72%	63%	87%	82%	80%	71%					56%
Students With Disabilities	74%		92%		74%	77%							39%
English Language Learners	68%	52%	72%	59%	86%	84%	79%	74%					56%
Hispanic Students	71%	59%	72%	63%	87%	82%	83%	72%					56%
Economically Disadvantaged Students	72%	61%	74%	69%	86%	75%	69%	73%					54%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	72%	63%			78%			67%					70%
Students With Disabilities	61%				64%								52%
English Language Learners	74%	67%			80%			67%					63%
Hispanic Students	71%	62%			78%			68%					63%
Economically Disadvantaged Students	70%	52%			77%			80%					61%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	60%	7%	57%	10%
ELA	4	72%	59%	13%	56%	16%
ELA	5	79%	60%	19%	56%	23%
Math	3	75%	69%	6%	63%	12%
Math	4	77%	68%	9%	62%	15%
Math	5	81%	62%	19%	57%	24%
Science	5	77%	56%	21%	55%	22%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Component: *Grade 3 ELA Achievement*

2024–25 Score: 76%, **2023–24 Score:** 59%

Improvement: +17 percentage points

Explanation:

This substantial gain was driven by a multi-faceted approach that included daily intensive intervention, the addition of more interventionists to support teachers, monthly ICADS training for both ELA teachers, before and after-school tutoring, and the implementation of differentiated instruction within the classroom.

Lowest Performance

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

Component: *Schoolwide Grade 2 ELA Achievement*

2024–25 Score: 49%, **2023–24 Score:** 43%

Increase: 7 percentage points

Explanation:

The low achievement score of 43% in the 2023–24 school year can likely be attributed to a confluence of factors, primarily related to foundational skill gaps such as Phonemic Awareness & Phonics as well as Vocabulary and Oral Language Development. The 7-point achievement gain reflects a successful, intensive focus on closing foundational gaps in Phonemic Awareness, Phonics, Vocabulary, and Oral Language Development. However, the focus must now include more opportunities for students to meet the higher standard of comprehension required by the new, more rigorous STAR Reading assessment.

Greatest Decline

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

Component: *Math Learning Gains (All Students)*

2023–24: 82% , **2024–25:** 80%

Decline: –2 percentage points

Explanation:

Although the decline is modest, it marks the largest drop among all components this year. This may indicate a need to revisit instructional strategies in math, particularly for students who are on the cusp of proficiency. Continued focus on data-driven instruction, formative assessments, and targeted support will be essential to reverse this trend and maintain strong growth in math achievement.

Greatest Gap

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

Component: *Grade 1 Mathematics*

School Score (2024–25): 59%

State Average: 61%

Gap: +2 percentage points

Explanation: The gap in Grade 1 Mathematics performance compared to the state average may be attributed to several interconnected factors, including differences in early foundational skills among students, variations in instructional methods or curriculum pacing, and the level of academic support available for diverse learners. Additionally, for ESOL (English for Speakers of Other Languages) students, unfamiliarity with a new learning platform may have posed challenges in accessing and engaging with math content effectively.

EWS Areas of Concern

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

Component: *STAR ELA (K–2) Median Percentile Rank*

Trend in 2024-2025

- Kindergarten: **68%**
- 1st Grade: **61%**
- 2nd Grade: **49%**

Explanation:

A clear downward trend in early literacy performance is evident from Kindergarten through 2nd grade. While this decline may raise concerns, it's important to consider that the shift from Renaissance Early Literacy to the STAR platform in 2nd grade represents a significant change in testing format and expectations. This transition may have impacted student performance, particularly for those still developing familiarity with the new platform.

Highest Priorities

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

Schoolwide Foundational Skill Schoolwide

Lack of Parental Involvement

Lack of Proficiency in 2nd Grade ELA

Lack of Proficiency in 1st Grade Math

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

On the 2025 School Climate Survey, 61% of teachers, stated that their ability to do their best possible job was limited by students' deficiencies in basic academic skills. This is a critical area for continued focus as it directly impacts instructional effectiveness across all subjects.

Staff across all grade levels report that students' gaps in reading, writing, and math limit effective instruction and slow academic progress. In the 2024–2025 Staff Climate Survey, 61% of staff indicated these deficiencies hinder their ability to teach effectively. Students often enter grades without mastery of prior-year standards, requiring reteaching and reducing time for grade-level content.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Staff Feedback: These deficiencies hinder the teachers' ability to teach effectively. Students often enter grades without mastery of prior-year standards, requiring reteaching and reducing time for grade-level content. This is a modest improvement of 7% from the previous year where 68% of staff reported that student skill deficiencies limited their effectiveness. This confirms a continued need to bridge this gap. our goal is to further decrease this area of focus by 3% to 58% on the School Climate Survey.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored through regular data collection and progress reviews to ensure both implementation fidelity and impact. Key monitoring tools will include formative and benchmark assessments, intervention tracking logs, and classroom observation data. Leadership teams will conduct quarterly data reviews to assess student progress and adjust instructional supports as needed. Staff feedback will also be gathered at the end-of-year to evaluate perceived improvements in student readiness and instructional effectiveness. This ongoing monitoring will help ensure the school remains on track to meet its measurable outcomes.

Person responsible for monitoring outcome

Synergy Leadership Team: Rachel Pierre-Louis (Principal), Melissa Garcia (AP) as well as Lisa Cantin, Audrey Lambert, Shirley Pico and Carlos Mancebo (Teacher Leaders).

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Differentiated Instruction is a teaching approach that tailors content, processes, and assessments to meet diverse student needs. It ensures all learners can access and engage with material effectively, regardless of ability. Research supports its effectiveness across varied student populations.

Rationale:

Based on Pillar I - Relevant, Rigorous, & Innovative Academics The following programs were selected based on their strong evidence base, alignment with state standards, and proven effectiveness in improving reading outcomes for diverse learners across grade levels: i-Ready Reading provides adaptive diagnostic data and personalized instruction, allowing teachers to target specific skill gaps and monitor growth biweekly. Heggerty Phonemic Awareness supports early literacy development through daily, explicit instruction in phonological skills, which are critical for reading success in K–2. Reading Horizons Discovery offers structured, multisensory instruction in phonics and morphology, making it ideal for students significantly below grade level in grades 3–5. Imagine Learning supports English Language Learners (ELL Level 1) with language development and literacy skills through culturally responsive, adaptive instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Identify students in tier 2 and tier 3 in Reading comprehension to help identify which students need interventions.

Person Monitoring:

Rachel Pierre-Louis and Melissa Garcia

By When/Frequency:

August 14- September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administer a universal screener (e.g., i-Ready Reading Diagnostic) to all students to identify students performing below grade-level expectations. Data Review and Cut Scores. Use district defined cut scores to categorize students: Tier 1: On or above grade level Tier 2: 1–2 grade levels below Tier 3: More than 2 grade levels below Monitoring Tool: i-Ready reports, F.A.S.T. progress monitoring, or other benchmark data

Action Step #2

Ongoing Monitoring of efficiency of interventions.

Person Monitoring:

Rachel Pierre-Louis and Melissa Garcia

By When/Frequency:

August 14- September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Analyze i-Ready reports and direct instruction. Check the effectiveness of Reading Horizons intervention and Direct Instruction and make adjustments as needed.

Action Step #3

Implement Foundational Skills Support Across Grade Levels

Person Monitoring:

Rachel Pierre-Louis and Grade-Level Team Leaders

By When/Frequency:

September 30, 2025 – May 30, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Launch a school-wide foundational skills initiative targeting reading, writing, and math gaps. Grade-level teams will identify priority standards from prior years and embed mini-lessons or skill refreshers into daily instruction. Use formative assessments to monitor progress and adjust instruction. Provide professional development on scaffolding strategies and differentiated instruction to support students with skill deficits. Monitoring Tool: Lesson plans, formative assessment data, walkthrough observations

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to 2025 STAR Math K-2, the median percentile rank of students in first grade math was 62% compared to 65% district wide. Students' performance in math in first grade hinder their ability to perform effectively on grade level standards. Furthermore, the gaps found in the current grade will impact their proficiency as they progress in their educational journey.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on the 2026 STAR Math K-2, our first-grade students will increase at least 3% on the median percentile rank. The school is actively working to build upon its previous performance and push student achievement higher.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

1. 2024-2025 PM 3 results will be analyzed with 2025-2026 PM 1 results to set up differentiated small group instruction in the classroom.
2. On-going progress monitoring using unit tests Performance Matters
3. AP 1 i-Ready math diagnostic to adjust groups and instruction

Person responsible for monitoring outcome

Teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ongoing Progress Monitoring (OPM) tracks student performance and instructional impact. Teachers will use vertical planning, i-Ready Math, hands-on manipulatives, and differentiated small group instruction to address learning gaps. This action will be monitored by administrative walk-throughs, data chats, and grade level meetings.

Rationale:

Pillar I - Relevant, Rigorous, & Innovative Academics Priority 2: Eliminate the achievement gap while accelerating all students to their full academic potential. Mastering basic math skills through evidence-based interventions significantly enhances student learning. These interventions build a strong foundation for advanced concepts, improve problem-solving by reducing cognitive load, and boost confidence through measurable success. By using proven strategies—such as explicit instruction, visual aids, and adaptive technology—educators can tailor support to individual needs, fostering motivation and long-term academic achievement across subjects.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Analyze prior assessment data from the Spring 2025 STAR and Fall PM1 assessments to identify all students demonstrating deficiencies on specific learning benchmarks on the STAR Math K-2.

Person Monitoring:

Teachers

By When/Frequency:

August 14- September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In late September 2025, we will analyze the Spring STAR and Fall PM1 math data to identify K-2 students performing below benchmark and pinpoint their specific skill deficiencies. The impact of this analysis will be monitored through two channels: a review of teacher lesson plans to ensure targeted small-group instruction is occurring, and a review of student progress using bi-weekly skill probes and the Winter PM2 assessment results.

Action Step #2

Disaggregate specific Florida B.E.S.T. Standards to pinpoint precise areas of strength and identify critical learning gaps.

Person Monitoring:

Teacher

By When/Frequency:

August 14- September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will analyze previous data with current student performance and adjust differentiated small groups. This action will be monitored by administrative walk-throughs, data chats, and grade level meetings.

Action Step #3

Implement Targeted Foundational Math Skill Instruction for First Grade

Person Monitoring:

Rachel Pierre-Louis and First Grade Team Lead

By When/Frequency:

October 1, 2025 – May 30, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Based on STAR Math K–2 data, first grade teachers will implement targeted instruction focused on foundational math skills where students scored below district benchmarks. Instruction will include scaffolded lessons, use of manipulatives, and adaptive digital tools. Teachers will track student progress using monthly formative assessments and adjust instruction accordingly. Monitoring Tool: STAR Math progress monitoring, formative assessment data, lesson plans

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2025 STAR ELA (K-2) the median percentile rank of students in 2nd grade was 49%. Last year 2nd grade was at 43% and even though we increased to 49%, we are still below the minimum requirement of 50%. The FLDOE focuses on schools where a significant percentage of its students, particularly in kindergarten through third grade, are not meeting grade-level expectations on statewide English Language Arts (ELA) assessments.

Some contributing factors that may affect student learning include behavioral issues, lack of foundational skills, high ELL population, and/or lack of parental support. By focusing intensive resources on such grade levels, the school aims to close the achievement gap and ensure that all students have the foundational reading skills necessary for academic success.

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

To address the foundational reading gaps identified in second grade, K–2 teachers will implement structured literacy practices aligned with the Florida B.E.S.T. standards. Instruction will include explicit phonics, vocabulary development, and fluency practice using evidence-based programs such as Reading Horizons and Heggerty. Teachers will engage in bi-weekly data chats and adjust small-group instruction based on FAST and i-Ready data.

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

Grades 3–5 will focus on building reading comprehension through text-based responses, vocabulary acquisition, and strategic use of complex texts. Instruction will be differentiated based on student performance data, and teachers will use scaffolding strategies to support students who did not master foundational skills in earlier grades.

Grades K-2: Measurable Outcome(s)

By May 2026, at least 60% of second grade students will score at or above the 50th percentile on the STAR ELA assessment, demonstrating growth in foundational reading skills.

Grades 3-5: Measurable Outcome(s)

By May 2026, 65% of students in grades 3–5 will demonstrate proficiency on the FAST ELA Progress Monitoring assessments, showing improvement in reading comprehension and application of grade-level standards.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The area of focus will be monitored on a bi-weekly to monthly basis reviewing usage and intervention

reports. This ongoing monitoring will guide timely, data-informed adjustments to instructional practices and student support structures to ensure alignment with our targeted outcomes.

Person responsible for monitoring outcome

Rachel Pierre-Louis (Principal) and Leadership Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively. Monitoring: Monitoring will occur bi-weekly to monthly through usage reports, intervention data, and student progress checks to guide timely instructional adjustments.

Rationale:

Pillar I - Relevant, Rigorous, & Innovative Academics Priority 2: Eliminate the achievement gap while accelerating all students to their full academic potential. By implementing and monitoring these strategies, second grade students will learn the foundational skills needed to become effective readers. Reading Horizon Discovery and Elevate will be used with fidelity on a daily basis during intervention. i-Ready and Imagine Learning usage will be monitored weekly, and interventionists will support the intervention program to address the needs of struggling learners. These interventions will be monitored by administrative walk-throughs, data chats, and grade level planning sessions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Establish Additional Second-Grade Unit to Reduce Class Size.

Person Monitoring:

Rachel Pierre-Louis

By When/Frequency:

August 14- September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The impact of this structural change will be monitored through both instructional practice and student achievement data. Classroom walkthroughs will verify that teachers are leveraging the smaller class sizes to increase the frequency and intensity of small-group instruction. The academic impact will be measured by comparing the rate of progress on monthly and benchmark STAR ELA assessments against the prior year's data, with the expectation that the reduced ratio will accelerate student learning toward our 55th percentile goal.

Action Step #2

Monitor Intervention and Imagine Learning/i-Ready usage report and communicate expectations to parents.

Person Monitoring:

Grade level chairs

By When/Frequency:

August 14-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Interventionist will support interventions to ensure student gaps are being addressed. Collection of data will be utilized to monitor effectiveness of support and student progress. Adjustments will be made as necessary. Parents will be notified of student's progress by teachers as well as expectations to continue to support students in completing required i-ready usage and/or assignments. Progress will be monitored to ensure student is progressing and meeting expectations outlined by the teacher.

Action Step #3

Strengthen Foundational Literacy Through Targeted Small Group Instruction

Person Monitoring:

Grade Level Chairs

By When/Frequency:

August 14-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement targeted small group instruction focused on foundational reading skills using data from STAR, i-Ready, and FAST assessments. Instruction will be differentiated based on student needs, with support from an interventionist. Progress will be monitored through weekly formative assessments, student work samples, and observation logs. Adjustments will be made during collaborative planning sessions.

IV. Positive Learning Environment

Area of Focus #1

Other: Positive Culture and Environment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Analysis of the 2024 School Climate Survey reveals a critical need to fortify the partnership between our educators and families. A majority of our staff, **52%, reported that a perceived lack of parental support is a significant barrier to maximizing student success.** This indicates that strengthening relationships, support, care, and connections is a foundational priority.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

On the 2024 School Climate Survey, **52%** of staff identified a lack of parental support as a significant barrier to their effectiveness. By the administration of the **2025 School Climate Survey**, the percentage of staff reporting this sentiment will decrease by at least 10 percentage points, from 52% to **42% or lower**.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Based on the challenge of improving home-school partnerships, here is a corresponding data-based, measurable outcome.

To monitor progress toward this goal throughout the year, we will also track the following supporting metrics:

- **Parent Engagement:** Increase family attendance at parent-teacher conference nights and school-wide academic events by 15% compared to the previous year.

Person responsible for monitoring outcome

Teachers in collaboration with Raquel Santiago and Laura Calenzani.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students' academic growth. Monitoring: Monitoring will include tracking participation in family engagement activities (e.g., workshops, events, conferences), collecting feedback through parent surveys, and reviewing

communication logs. Connect families with resources encourage home/school partnerships frequent positive communication not about negative behaviors

Rationale:

Pillar IV - Informed, Engaged, & Empowered Stakeholders Priority 2: Improve and amplify meaningful two-way communication with stakeholders to ensure equity and access. Priority 3: Empower all stakeholders to be active participants and advocates in public education.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Proactive & Positive Communication Initiative

Person Monitoring:

Teachers in Collaboration with Assistant Principal, August 14- September 26, 2025
Melissa Garcia

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To build genuine, collaborative relationships, we will shift our communication model to be proactive and positive. Each teacher will be required to make at least one positive contact (call, email, or translated note) home for every student each month, focusing on strengths and improvements rather than negative behaviors. Furthermore, all school-wide announcements will be sent via a multilingual platform to overcome language barriers. The Assistant Principal will monitor implementation by reviewing teacher communication logs monthly. The impact will be measured through interim staff pulse surveys in December and March, with the ultimate goal of reducing the negative perception on the 2026 Climate Survey from 52% to 42% or lower.

Action Step #2

Academic Partnership Family Workshops

Person Monitoring:

Teachers in Collaboration with Assistant Principal, August 14- September 26, 2025
Melissa Garcia

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To build families' capacity to support student learning, we will host four interactive workshops linked directly to academics (e.g., "Supporting Your Reader at Home," "Making Math Fun"). To address access barriers, these events will be offered at various times, with interpreters and childcare provided. The workshops will provide parents with tangible strategies and connect them with community resources. The Community Liaison will monitor implementation by tracking attendance and collecting parent feedback after each session. The impact will be monitored by tracking family attendance at academic conferences and parent-teacher nights, with the expectation of a 15% increase, which will contribute to achieving our overall goal on the 2026 School Climate Survey.

Action Step #3

Family Engagement Events

Person Monitoring:

Laura Calenzani (Community Liaison) in
Collaboration with School Administration

By When/Frequency:

August 14- September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To strengthen relationships and build trust between families and educators, the school will host regular family engagement events such as literacy nights, cultural celebrations, and parent-student activities. These events will foster a welcoming environment and encourage ongoing collaboration. Attendance will be tracked, and parent feedback will be collected after each event. The goal is to increase family participation in school activities by at least 15%, contributing to improved perceptions on the 2026 School Climate Survey.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Dante Fascell has established a plan for disseminating SIP to all stakeholders.

1. Digital Platforms

- School Website: Post the SIP on www.dantefascelelementary.net for easy access.
- Parent Portal: Make downloadable SIP documents and updates available for families to access at their convenience.

2. EESAC Meetings

- Periodic Meetings: Organize regular meetings with the Educational Excellence School Advisory Council (EESAC) to present SIP goals and progress. Collaborate with local businesses and organizations for community outreach and support.

3. Social Media Platforms

- Updates: Share SIP updates on the school's social media channels (e.g., Facebook, Twitter, Instagram) to reach a broader audience and keep the community informed.

4. Pamphlets

- **Distribution:** Create and distribute simple pamphlets summarizing the SIP highlights during school events. These pamphlets should be easy to understand and visually appealing.

5. Translated Materials

- **Language Accessibility:** Provide SIP documents and updates in the languages spoken by diverse families within the school community. Offer translation services during events.

6. SIP Showcases

- **Assemblies:** Hold assemblies to showcase student contributions to SIP goals. This not only highlights progress but also engages students and families in the process.

Implementation Protocol

1. **Initial Announcement:** Announce the availability of the SIP on the school website and parent portal through an email blast and social media posts.
2. **Regular Updates:** Schedule monthly newsletters and social media posts to keep stakeholders informed about ongoing progress.
3. **Meeting Schedule:** Set a calendar for EESAC meetings and ensure invitations are sent to all relevant stakeholders, including local businesses.
4. **Event Planning:** Plan and organize SIP showcases and events well in advance, ensuring translation services are arranged as needed.
5. **Feedback Mechanism:** Establish a feedback mechanism through surveys or suggestion boxes to gather input from stakeholders and make necessary adjustments to the SIP dissemination plan.

By following this comprehensive plan, all our stakeholders are well-informed and engaged in the school's improvement efforts.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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

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

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

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

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

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

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

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

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

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

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

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen the academic program, increase the amount and quality of learning time, and provide

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

Community Engagement: Involve parents, caregivers, and the community in supporting students' learning at home through workshops, reading challenges, and science-related events. Organize science fairs, reading nights, and exhibitions to showcase students' projects and achievements. Our Community Involvement Specialist and School Counselor also work closely with parents to provide assistance through Project Upstart for housing programs. In addition, the school offers free breakfast and lunch to all students.

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

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

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

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

Technology Integration: Incorporate educational technology tools and resources that promote interactive learning, such as educational apps, simulations, and virtual labs. Utilize digital platforms to provide students with access to supplemental reading materials and online science resources.

Collaborative Learning Spaces: Create dedicated spaces within the school for collaborative science projects, experiments, and group reading activities. Create a master schedule that reflects common

planning time. Design classrooms that are conducive to interactive and discussion-based learning.

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

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

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

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

This plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs and Head Start programs.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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

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

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

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

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

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

leadership, and personal growth.

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

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

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

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

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

As a Title I school, we promote future career awareness through Career Day, guest speakers, and middle school orientations. We also offer enrichment opportunities in robotics, digital technologies, and STEM to inspire students and build foundational skills for postsecondary success.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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

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

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

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

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

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

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

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

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

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

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

1. **Professional Learning and Development:** Professional development for educators aims to enhance their skills, knowledge, and teaching strategies. This includes workshops, seminars, conferences, webinars, and in-service training sessions. Topics covered might include:

Instructional Strategies: Training on evidence-based teaching methods, differentiation, technology integration, project-based learning, and other pedagogical approaches to engage diverse learners.

Data Literacy: Educators learn how to interpret and use data from academic assessments to inform instruction. This involves understanding assessment results, identifying student strengths and

weaknesses, and adapting teaching strategies accordingly.

Assessment Techniques: Training on creating effective formative and summative assessments, aligning assessments with learning objectives, and using assessment data to guide instructional decisions

Cultural Competence: Educators receive training to effectively work with diverse student populations and create an inclusive classroom environment.

Special Education and Inclusion: Providing strategies to address the needs of students with disabilities and learning differences within mainstream classrooms.

2. Using Data from Academic Assessments:

Efficient use of assessment data can drive instructional improvements. Educators are trained to:

Analyze Data: Interpret assessment results to identify trends, gaps, and areas of improvement for individual students and the class as a whole.

Differentiate Instruction: Tailor instruction based on student performance data, addressing areas of weakness and providing enrichment for advanced learners.

Set Goals: Collaboratively set learning goals with students based on assessment data, fostering ownership of their learning journey.

Feedback and Reflection: Help students understand their assessment outcomes and encourage them to reflect on their progress.

3. Recruiting and Retaining Effective Teachers:

Recruitment and retention strategies are vital, especially in high-need subjects like STEM, special education, and languages. Schools can:

Mentoring and Induction: Establish mentorship programs where experienced teachers guide and support newcomers, aiding their professional growth and reducing attrition.

Professional Growth Opportunities: Provide opportunities for advancement, leadership roles, and further education to retain skilled educators.

Collaborative Learning Communities: Foster a supportive environment where teachers can collaborate, share best practices, and learn from each other.

Work-Life Balance: Prioritize a healthy work-life balance to prevent burnout and enhance job satisfaction.

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

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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

Orientation and Familiarization: School will organize orientation sessions for both parents and children. These sessions introduce families to the new school environment, teachers, and routines. Children might be given tours of the school, allowing them to become familiar with the physical layout and facilities.

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

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

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

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

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

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

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

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

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

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00