![AdvancED]

Accreditation Report

Dante B. Fascell Elementary School

Miami-Dade County Public Schools

Mr. Allen N. Breeding, Principal
15625 SW 80th St
Miami, FL 33193-2629

TABLE OF CONTENTS

Executive Summary

Self Assessment with Early Learning

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

AdvancED Assurances

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Founded in 1996, Dante B. Fascell Elementary School (DBFE) is located in the Southwest area of Miami-Dade County and is located within the John A. Ferguon feeder pattern. DBFE is located at 15625 SW 80 Street and sits on 7.8 acres. The school services students in grades PreK through 5. The surrounding area includes single-family homes, rental units, and HUD housing. DBFE employs a total of 42 full-time and no part-time instructional personnel. Ninety percent (38 teachers) of the staff is female, while 10% (5 teachers) is male. Thirty-one percent (13) of the instructional staff hold advanced degrees; 97% of teachers are highly qualified. Of our 42 instructional members, 17% (7) are National Board Certified; 88% (36) are ESOL-endorsed, while 5% (2) are Reading-endorsed.

Over the past three years, DBFE has seen its numbers stagnate due to economic conditions and cost of living in the area, many families have relocated to the south. The majority of the population (502 students) is from mid- to low-socioeconomic backgrounds. Approximately 94% (473 students) identify as Hispanic. Whites make up 3% (13 students), 2% are Black (9 students), and 1% (7 students) identify as 'Other'. Fifty-two percent (263 students) of the population is female, while 48% (239 students) are male. Of these 511 students, 44% are classified as English Language Learners (ELL). Eighty-four percent participate in the Free/Reduced Meal Program. DBFE has been classified as a Title I school and since 2004 the school has been awarded the Title III Grant. At present, DBFE hosts three Intellectual Disabilities (InD) units and has a full-time Gifted program.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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

Our 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 for reading.

Our 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.

Dante B. Fascell Elementary School personifies the abovementioned principles through a variety of instructional approaches, meeting the needs of each and every learner. This methodology bestows each child the opportunity to build a sound foundation for continual development, academic achievement, and personal success.

Our Extended Foreign Language (EFL) settings, in grades K through 2, offer a number of advantages to students partaking in the program. The EFL track incites intellectual competences and builds a diverse set of proficiencies; students not only mature into bi-literate learners, they also begin to evaluate their own ways of thinking and viewing the world around them. Furthermore, EFL programs are also known to improve students' overall academic performance.

Additionally, DBFE accommodates a full-time Gifted program, in grades 1 through 5, offering students enriched learning opportunities, at an accelerated rate, to meet the needs of their aptitude.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

For the past 12 years, Dante B. Fascell Elementary has maintained its 'A' rating. However due to grading criteria adjustments at the state level and other internal and external factors, the school score dropped from 633 points to 542 points after the release of the 2013 FCAT results; just 18 points from a 'B' rating. This drop has ignited a recommitment effort amongst faculty and staff to increase students' academic achievement throughout all grade levels, utilizing data-driven instructional practices, such as differentiated and explicit ("I Do, We Do, They Do, You Do") instruction, literacy strategies in all content areas, and writing across the curriculum.

Results of the Spring 2013 FCAT Assessment revealed that 67% of our students are meeting high standards in Reading, with 62% achieving the same in Mathematics. DBFE has been named one of the top 40 public elementary schools by Miami-Dade County Public Schools, as well as one of the top 25 Title I elementary schools in the county. Additionally, it is one of the top 350 public elementary schools in Florida, as well as one of the top 75 Title I public and charter elementary schools in the state.

Within the next three years, DBFE aspires to increase parental communication, awareness, and involvement; in an effort to work towards this goal, DBFE has started an official school blog and Facebook page. Furthermore, we hope to begin using email to open another line of communication between the school and parents. Additionally, we hope to build our capabilities as it relates to interactive classroom technology.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Dante B. Fascell Elementary is proud of the relationships it has fostered within the community. Some of our Dade Partners include: McDonalds, Dominoes Pizza, UPassion Yogurt, and US Century Bank. Furthermore, in an effort to build parental awareness and involvement, DBFE has started a school blog and Facebook page to keep students, parents, and the community up-to-date on school news, happenings, and other pertinent information. Our blog is available at dbfe.wordpress.com and our Facebook page can be found at www.facebook.com/DanteFascell. We have also updated our school website, which has a number of useful school and district resources available to parents, students, teachers, and the community.

DBFE is excited to have added 35 new computers, to replace outdated versions, in our media center and lab. Currently, 19 teachers use Mimeos and 8 are utilizing document cameras; 40 classrooms have projectors.

DBFE also boasts a number of of distinguishing awards and "green" initiatives. DBFE is a 2004 Sterling winner; we've also received bronze-level status for the USDA HealthierUS School nutrition award. In 2002, DBFE received the Florida School Report High Performing School award from the Council for Educational Change. For two consecutive years in a row (2011-2012 and 2012-2013), we received the Fairchild Challenge Award. Our school also has three gardens, all maintained by students and staff. Our Green Power Patrols spearhead recycling efforts throughout the school, as well as other Earth-friendly initiatives.

Self Assessment with Early Learning

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Communication plan to stakeholders regarding the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

As an area of strength, DBFE's faculty and staff will continue to foster a culture that enhances student achievement through communication with students, staff, and parents. Also, our school's administration and leadership team consistently utilize the Florida Continuous Improvement Model (FCIM) to manage, revise, and drive instructional practices throughout content areas and grade levels, as evidenced through reading data chats, after the fall and winter interim assessments.

Conversely, in order to address a need for improvement, DBFE will re-implement the revision process of the school's purpose through EESAC, in order to involve representatives from all stakeholder groups; however, it should be noted that DBFE's vision and mission statement are readily available at all times via the school website, blog, and Facebook page, as well as posted throughout the school building, in the main office and in classrooms. Additionally, DBFE will incorporate math data during data chats to improve student achievement, instruction, and intervention strategies.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Findings of internal and external reviews of compliance with laws, regulations, and policies	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Governing body policy on supervision and evaluation •Representative supervision and evaluation reports •Personnel files	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

DBFE's areas of strength include the supervision and evaluation processes, ultimately improving overall student learning. School leadership successfully meets the goals set forth for student instruction and achievement and effectively manages day-to-day school operations. As such, the governing body will continue to operate effectively through supervision and evaluation, as evidenced through the Instructional Performance Evaluation and Growth System (IPEGS), Individual Professional Development Plans (IPDP), and the analysis of data, as well as leadership and faculty meetings.

Governance and leadership policies and practices regarding professional growth of all staff are noted areas in need of improvement. Relevant PD opportunities covering a wide-range of educational topics can oftentimes be limited or restricted to certain staff. Furthermore, substitute funding can be limited, making it difficult to attend professional development offered during the school day.

Leadership and staff expect all students to be held to Common Core Standards and/or NGSSS; however, there is a need for improvement in the social studies content area, as materials are currently outdated. Additionally, DBFE administration's efforts have somewhat increased stakeholder participation and engagement; nevertheless, there is still a need for more parental-, as well as staff-wide participation. The possibility of offering incentives might improve on-going, overall involvement for school functions.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Lesson plans •Learning expectations for different courses •Representative samples of student work across courses	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Common assessments •Lesson plans aligned to the curriculum •Data Chat Protocols Teacher Lesson Plans Intervention Schedules	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Report card review	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Common language, protocols and reporting tools •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Description of formal adult advocate structures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Noted areas of strength include the consistent use of technology-based educational programs, as well as workshops and activities to promote parental involvement, which keep this stakeholder group informed of their children's progress. DBFE endeavors to continually improve; as a result, we have initiated new mediums of communication with our stakeholder groups through the creation and maintenance of an official school blog and Facebook page. Furthermore, in an effort to reduce the amount of paper used to send home school-wide communications, DBFE is committed to utilizing Connect Ed phone and email messages, as well as the school website, blog, and Facebook page to inform parents on a weekly basis of activities happening in school. DBFE also takes prides in providing parents with assistance in becoming more active participants in their children's education, offering such workshops as "How to Become a School Volunteer", "Navigating the Parent Portal", and "Accessing the Electronic Gradebook". Moreover, our school CIS is readily available to assist parents with any questions or concerns they have when attempting to access these tools, providing them with one-to-one assistance in creating Dadeschools accounts, becoming volunteers, retrieving passwords, and the like. We also host several PTA Family Fun Nights throughout the school year, not only inviting parents in, but community businesses, as well.

Noted areas of improvement for DBFE include collaborative learning communities, with regards to time and experimentation, as well as the involvement of more school personnel in the mentoring and sharing of ideas and strategies to assist fellow teachers within and throughout grade levels and/or content areas. PLC's will be suggested at future leadership team and faculty meetings in order to meet this particular area of improvement.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	•School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Purchase of new computers for two computer labs.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Areas of strength include the appropriate allocation of funding for DBFE to function and support the purpose and direction of the school site. DBFE administration effectively determines the personnel resources necessary to assist in achieving school-wide duties and responsibilities, through such examples as the implementation of a functional master schedule. Furthermore, the DBFE leadership team and EESAC work continuously throughout the school year to advance as many school-site objectives as possible. School leadership also allots additional resources (i.e., tutors) to address student deficiencies in language arts, reading, and mathematics; the use of pacing guides and common planning are also utilized in a consistent manner to meet school-wide student achievement goals.

DBFE's vigilant faculty and staff maintain a clean and safe facility and learning environment. The school also boasts one of the largest media collections, housing 32,522 titles, with 28 computer stations to develop students' technological abilities. DBFE's technology and computer-based educational programs are rather robust with programs, such as Reading Plus, SuccessMaker, Waterford, Accelerated Reader, FCAT Explorer, Gizmos, and Imagine Learning. Student services (i.e., counseling and the Response to Intervention process) and school support teams (i.e., Comprehensive Health Services, Integrity Health Services, SPED, etc.) provide and coordinate programs to meet the physical, mental, and emotional needs of students, as well as those of other stakeholder groups, when necessary or requested.

Opportunities for improvement include the refinement of the school's instructional and operational systems by generating a PD needs assessments; furthermore, the school SIP and climate survey will be made available via school website, for all stakeholder groups to view. To address technology concerns DBFE leadership will continually make appropriate use of funding by offering teachers hardware, such as updated computers, interactive whiteboards, document projectors, etc. Additionally, administration, working alongside the microsystems technologist, will make every effort possible to ensure computer programs, software, and hardware are functioning effectively, as oftentimes, there are many issues impeding the fidelity of use regarding these programs; for example, routers, system upgrades, wireless technology, etc. Student services and support teams are an area in need of improvement, as these areas lack an evaluation systems to measure their effectiveness. Lastly, the Response to Intervention (RtI) and student services process can oftentimes be lengthy and prolonged, due to the amount of paperwork, guidelines, and other factors within the process.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Evidence that assessments are reliable and bias free •Data chat protocols used at the school, samples of tests and assessments, testing schedules	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Data chat protocols, data guidelines, EESAC minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Policies specific to data training •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Agendas from grade-level, leadership, and faculty meetings.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Noted areas of strength within this standard include school leadership's diligent examination of student performance data in an effort to design a broad system of aggressive interventions and proactive methods to improve achievement across all grade levels. To this end, they purposefully strive to maintain active and clear communication channels, in both English and Spanish, with all stakeholders, through the use of flexible and varied parent meetings, workshops, and conferences, ConnectEd messages (via phone and email), school newsletter and blog, and a Facebook page. These channels will continue to be monitored with fidelity and updated on an on-going basis.

Noted areas of improvement include instructional and support staff's active pursuit of ongoing professional development concerning the interpretation and use of data. DBFE leadership and professional development liaison will provide access to PD opportunities by disseminating regional, district, and state-wide PD information. Furthermore, DBFE administration will strongly encourage staff to pursue professional growth prospects of their choosing through email communication, as well as grade-level/department/leadership/faculty meetings.

Early Learning Standard 4: Resources and Support Systems

The Early Learning program has resources and provides services that support its purpose and direction to ensure success for all children.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	•School budgets for the last three years •Staff License/certification/qualifications •Professional and support staff/child ratios	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.	Administrators/Directors have an advanced level degree or higher or an Associates Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	•Policies that require relevant and related trainings •Staff License/certification/qualifications •Personnel evaluation forms	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school employs qualified teachers for each professional teaching position to support the school's purpose, direction, and the educational program.	All lead teachers have an advanced level degree or higher or an Associates Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education and verifiable early childhood education experience/work. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	•Policies that require relevant and related trainings •Staff License/certification/qualifications •Personnel evaluation forms	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.	All assistant teachers have a High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 2 years verifiable early childhood work experience. A documented plan for meeting this expectation within a 1-year timeframe is acceptable.	•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Staff License/certification/qualifications •Staff compensations/benefits	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	For infants up to 12 months, the school maintains a maximum group size of 8 and a maximum teacher to student ratio of 1:4. For toddlers ages 12 to 18 months, the school maintains a maximum group size of 10 and a maximum teacher to student ratio of 1:5. For young children ages 18 to 24 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6. For young children ages 24 to 36 months, the school maintains a maximum group size of 16 and a maximum teacher to student ratio of 1:8. For young children ages 36 to 48 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12. For young children ages 48 to 60 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12. For Kindergarten or young children ages 60 to 72 months, the school maintains a maximum group size of 30 and a maximum teacher to student ratio of 1:15. For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.	•Staff compensations/benefits •Staff to student ratio records •Item is not applicable to our population due to student age criteria.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Equipment purchasing and maintenance •School schedule •Budget for authorized expenses and activities	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Documentation of compliance with local and state inspections requirements •Building inspections record •Documentation of emergency procedures such as fire drills and evacuation routes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.	The school meets the expectation. For example, multiple classrooms serving a particular age-group of children may share bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled.	•Documentation of compliance with local and state inspections requirements •Building and grounds inspections record •Documentation of emergency procedures such as fire drills and evacuation routes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.9	Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.	The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to ensure the safety and security of children.	•Documentation of compliance with local and state inspections requirements •Building and grounds inspections record •Documentation of emergency procedures such as fire drills and evacuation routes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.10	Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program.	The school meets the expectation. For example, each classroom/learning space has furniture, equipment, and resources to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by most children. Work/learning equipment may be shared by multiple classrooms or age-groups. All furniture, equipment, and resources are in good repair.	•Facility and equipment specifications •Lists of instructional concepts with supporting classroom materials •System for maintenance requests	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school partially meets the expectation with some variations.	•Facilities and equipment maintenance records and schedules •Building and grounds inspections record •System for maintenance requests	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school meets the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities. Each center is well equipped with basic materials that support the purposes of the center.	•System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school meets the expectation. For example, the school provides for each child's comfort. Children are provided with opportunities to relax, rest and/or sleep. All children are supervised at all times.	•System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve the educational program's goals and objectives. Qualified personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	•Technology and interactive media inventory •Data on media and information resources available to staff and children •Examples of interactive media and technology work such as digital portfolios, educational texting, artwork, audio and video recordings, etc.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.15	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Hardware and software inventory •Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school meets the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and mostly relate to current learning activities. The displays are located at levels where children can easily see them, and are a balance of teacher-created/ child-created, and include examples of children's creative work beyond specified learning activities. Most children have examples of their individual work displayed within their learning environment. Staff changes the materials regularly.	•Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations •2013-2014 VPK classroom profile 2013-2014 VPK Technical Assistance Record	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel implement a process to determine the physical, social, and emotional needs of each child in the school. School personnel provide or coordinate programs to meet the needs of children as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of young children.	•Special classes/activities for children with disabilities •Assessment system for identifying children's needs •Educational advocacy plan for families	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.18	Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.	The school exceeds the expectation. For example, strict sanitary conditions for diapering and toileting are easily maintained through access to sinks and surfaces that are not shared for food preparation and diapering. Resources are constantly available for sanitizing all spaces directly touched by children and adults. Each classroom has child-sized toilets and sinks and individual storage spaces for each child's personal supplies. Child-sized eating utensils and other developmentally appropriate culinary utensils are available to all children. Children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions. The school has clear policies and guidelines on the use, storage, and administration of medications.	•Student records indicating personal needs •Parent/Staff communications procedures and expectations •Health inspection records	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.19	Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child.	The school meets the expectation. For example, children are warmly greeted upon arrival and bid farewell upon departure by adults having primary responsibility for the care and education of the child. A location is provided within the school for parents/family to drop-off and pick-up their children that may be different from the child's classroom. Parents and staff communicate regularly regarding the education, care and well-being of the child.	•Handbooks, procedures •Parent/Staff communications procedures and expectations •Stakeholder communication forms	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of most young children.	•Parent professional development referral •Parent opportunity information sheets •Description of referral process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.21	All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.	The school meets the expectation. For example, most staff members create a climate of acceptance and respect of other staff and young children. Staff members are attentive and responsive to individual children. Staff members model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	•Handbooks, procedures •Student records indicating personal needs •Code of conduct	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.22	All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.	The school meets the expectation. For example, procedures are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances. Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are occasional.	•Accident records and reports •Safety handbooks, guidelines, procedures, expectations •Health inspection records	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

A noted area of strength is DBFE's highly qualified administration and teachers. DBFE's leadership team, instructional and support staff are appropriate in number to fulfill roles and responsibilities that support the school's purpose, direction, and educational program. Many staff members exceed degree requirements and boast numerous years of teaching experience. In order to sustain this level of highliy qualified personnel and support staff, DBFE will continue to offer professional development for educators at the school-site; furthermore, district-offered PD prospects will also be shared, so that all staff may maintain said qualifications.

Another noted aspect of strength is the staff's consistence in supporting each child's general well-being and safety, through proper student documentation, such as IEPs, medicine administration logs (FM 2702), immunization, vision, and hearing records. Additionally, the nurse's clinic has the facilities to use, store, and administer medication safely to all students. DBFE is also granted specialized nursing assistance through Integrity Health Services for pre-identified students.

The last notable area of strength is DBFE's educational program, as well as stakeholders' experience of the school climate and culture. DBFE boasts a number of successful community-building activities, such as Barnes and Noble Fundraisers, Ronald McDonald nights, Gazing at the Stars, Food Truck nights, school plays, concerts and talent shows, as well as workshops, aimed at increasing parental involvement and awareness; examples of such parent-related sessions include Navigating the Parent Portal and Electronic Gradebook, Becoming a School Volunteer, FCAT Nights, and Internet Safety, to name a few. These activities are not only overseen and monitored by the Community Involvement Specialist and administration, many of the resources provided at these sessions have also been made available via the school website, blog, and/or Facebook page. In addition, to address academic, behavioral, and/or truancy needs, teachers and parents participate in conferences to discuss student/family circumstances. Perfect attendance incentives have been awarded to students and entire classrooms through the utilization of funds raised during aforementioned events, as well as by DBFE's PTA.

A noted opportunity for improvement is DBFE's inability to meet the requirements/needs of students from birth to 36 months. The performance levels are not applicable to our student population age range. Should DBFE receive the Head Start Program, which provides services for infants up to 36 months, all program policies and regulations would be met.
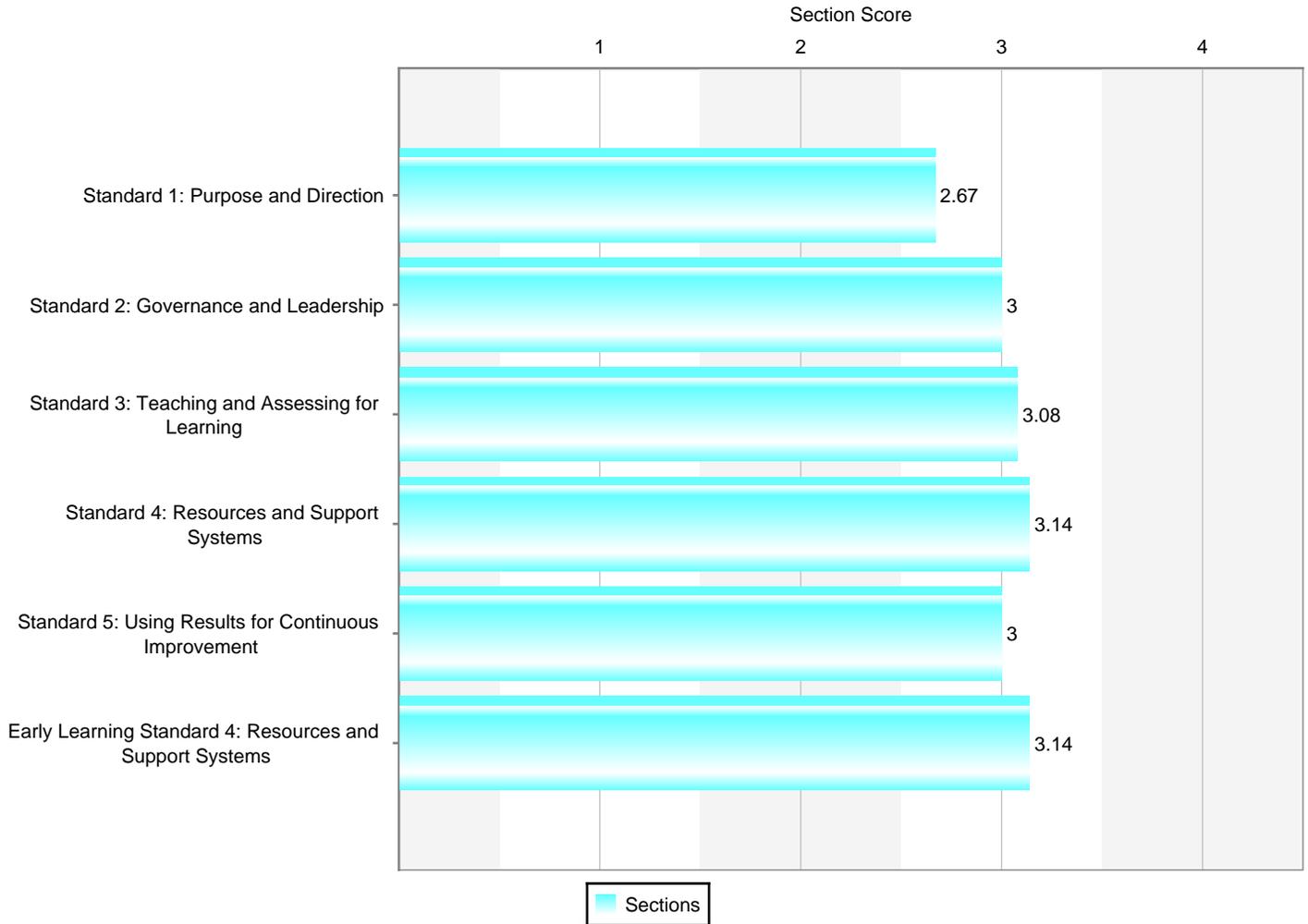
DBFE looks forward to upcoming school renovations, made available through the bond referendum, including classroom technology upgrades, and renovations, such as the remodeling of our school playground, which is currently out-dated and an area of needed improvement.

Report Summary

Scores By Section

Section Score

	1	2	3	4
Standard 1: Purpose and Direction			2.67	
Standard 2: Governance and Leadership			3	
Standard 3: Teaching and Assessing for Learning			3.08	
Standard 4: Resources and Support Systems			3.14	
Standard 5: Using Results for Continuous Improvement			3	
Early Learning Standard 4: Resources and Support Systems			3.14	

Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2013-14 Stakeholder Survey Report 1811

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Parent Survey results indicate Standard 5: Using Results for Continuous Improvement, scored the highest level of satisfaction with an overall score of 4.5. Student Survey results indicate Standard 1: Purpose and Direction, scored the highest level of satisfaction with an overall score of 5.0. Staff Survey results indicate Standard 1: Purpose and Direction and Standard 2: Governance and Leadership, scored the highest level of satisfaction with an overall score of 4.4.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Both Standards 1: Purpose and Direction and Standard 3: Teaching and Assessing for Learning, show a trend toward increasing stakeholder satisfaction for parents. Standard 4 shows increasing satisfaction for students. Standard 4: Resource and Support Systems and Standard 5, Using Results for Continuous Improvement, show an increasing approval for Staff.   Over the past two years, the school has increased its use of technology by teachers and students. Thirty-five new computers were added to the school's two computer labs. All teachers and support staff now have access to projection devices in every classroom.   Students are utilizing technology to make classroom presentations.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Results of the 2012-2013 and 2011-2012 School Climate Surveys are consistent with results on the Stakeholder Feedback Diagnostic Survey. In response, administration aided the utilization of technology by teachers and students by purchasing and securing the aforementioned technological resources.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Standards receiving the overall lowest level of approval are as follows: Parents: Standard 4, Resource and Support Systems; Students: Standard 5, Using Results for Continuous Improvement and Staff: Standard 3: Teaching and Assessing Learning.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Student Stakeholder results show a trend toward decreasing approval in Standard 5: Using Results for Continuous Improvement. Staff Stakeholder results show a trend toward decreased approval in Standard 3: Teaching and Assessing for Learning. Parent Stakeholder results show a trend toward decreasing approval in Standard 5: Resource and Support Systems.

**What are the implications for these stakeholder perceptions?**

As evidenced by parent and student surveys, Resources and Support Systems is an area in need of improvement. Stakeholders' feedback relays a perception for additional resources and support. The school has implemented additional support for student achievement through the hiring of interventionists to support the academic program. The school will inform parents of this via the school's newsletter, blog, Facebook page and EESAC meetings.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The 2011-12 and 2012-13 School Climate Surveys for Students and Parents, reported dissatisfaction with Resources and Support Systems provided. We continue to provide quality educational programs.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
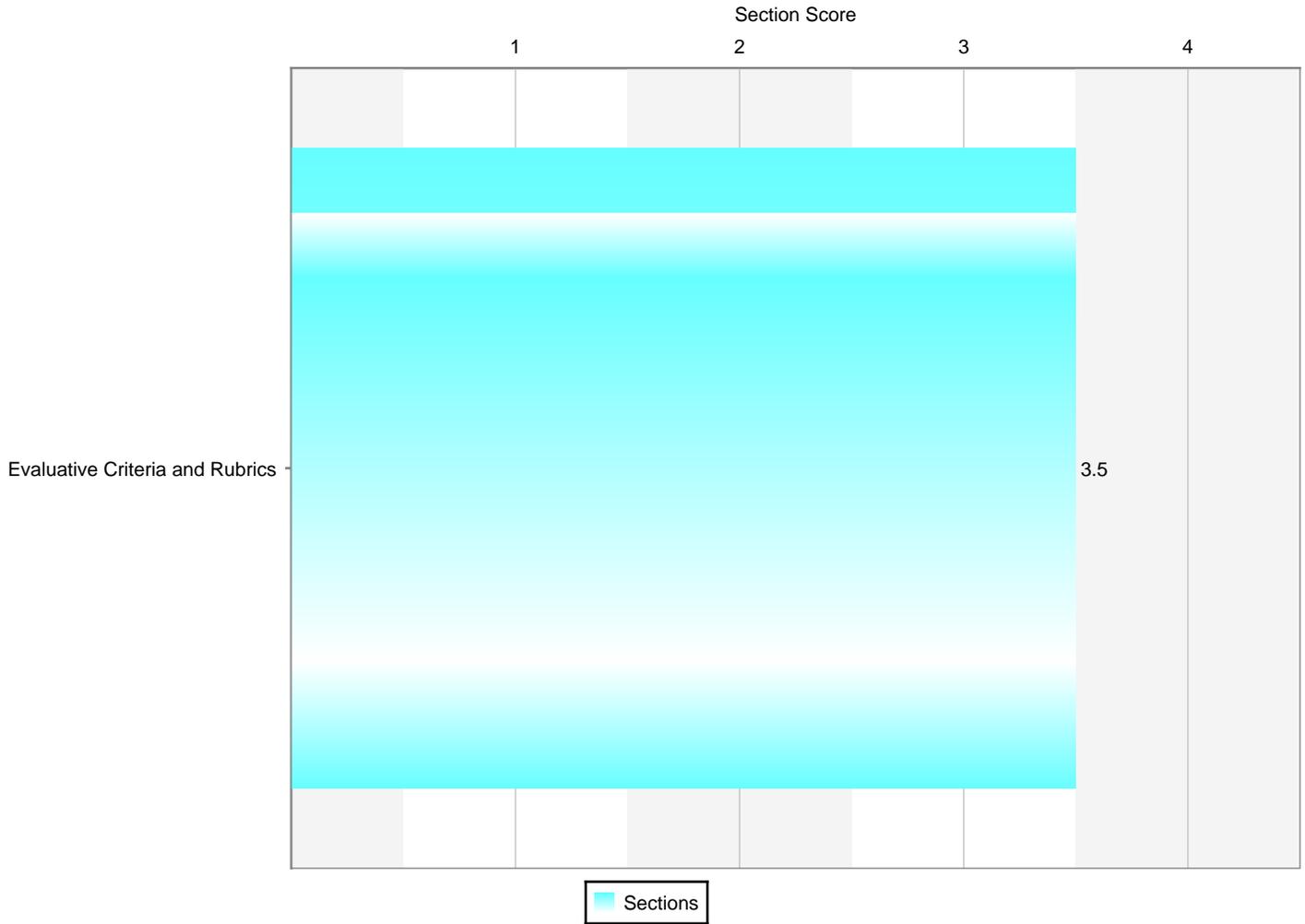
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Attached, please find the Student Performance Data document for Dante B. Fascell Elementary School.	2013-2014- Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Students scored above the expected levels of performance in FCAT 2.0 Writing and FCAT 2.0 Science. Students in grades K-2 scored above expectations in the area of Reading.

Describe the area(s) that show a positive trend in performance.

The percentage of students making learning gains was greater than 50% for overall learning in Reading and Math for 2011, 2012 and 2013. The percentage of students making learning gains was greater than 50% for students in the lowest 25% in Reading and Math in 2011, 2012 and 2013.

Fourth grade writing is an area where students achieved above the expected levels of performance. In 2011-2012, students scoring 3.5 or higher was 55%. In 2012-2013, students scoring 3.5 or higher increased to 82%. Fifth grade Science scores increased in 2013 to 63%, up from 62% during the previous school year. SAT reading scores in K-2 decreased during 2011-2012 from the previous year; however, an increase was made during the 2012-2013 school year, reverting the SAT reading data back to 2010-2011 levels.

Which area(s) indicate the overall highest performance?

Grade 4 Writing was the highest performing area with 82% of the students scoring a 3.5 or higher. Overall, the percentage of students making learning gains was the highest in Math at 72%. Grade 5 Science indicates high performance with 63% of student scoring at satisfactory or higher. The overall highest performance for students in K-2 is Reading.

Which subgroup(s) show a trend toward increasing performance?

SAT-10 results indicate Hispanic, English Language Learners and Economically-Disadvantaged K-2 students show a trend toward increasing performance. Seventy-six percent of Hispanic students scored above the national median in 2010-2011; 73 percent in 2011-2012 and 78 percent in 2012-2013. Seventy-four percent of English Language Learners scored above the median in 2010-2011; 66 percent in 2011-2012 and 72 percent in 2012-2013. Seventy-seven percent of Economically Disadvantaged students scored above the median in 2010-2011; 73 percent in 2011-2012 and 75 percent in 2012-2013.

FCAT 2.0 Writing and Science were areas where students showed a trend toward increasing performance. Fifty-five percent of fourth grade students scored a 3.5 or higher in 2011-2012, gaining 27 percentage points in 2012-2013 and scoring 82 percent. Sixty-three percent of students scored satisfactory in 2012-2013, compared to 62 percent from the previous year.

Between which subgroups is the achievement gap closing?

According to district results, the achievement gap is closing for Hispanic students in Math when compared with its white subgroup. In 2010-2011, the white subgroup achieved at 72% compared to 56% for the Hispanic subgroup.   In 2011-2012, the white subgroup achieved at 76% compared to 60% for the Hispanic subgroup. In 2012-2013, the white subgroup achieved at 76% compared to 61% for the Hispanic subgroup.

Which of the above reported findings are consistent with findings from other data sources?

According to the district's Year at a Glance Data Document, Fourth grade Winter Reading Interim results indicate an increase in overall performance when compared to the 2013 FCAT 2.0. Fifth grade Winter Reading Interim results indicate students maintained overall performance at 70% for the Fall Interim and 2013 FCAT 2.0.

In Science, students improved performance from the Winter Interim Assessment to the 2013 FCAT 2.0 in each content category. The overall percent proficient in Science increased from the 2012 FCAT to the 2013 FCAT.

The school's Assessment Period 2 data of the Florida Assessment in Reading (FAIR) is consistent with the above findings. The number of students making progress and scoring on grade level in K-2 has increased.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Based on the targets provided, both the areas of Reading and Math are below the expected levels of performance for students taking the FCAT.Students taking the SAT-10 scored below the expected level of performance in Math.

Describe the area(s) that show a negative trend in performance.

The overall percent proficient decreased in both Reading and Math on FCAT. Reading scores in 2010-2011 showed an increase of four percentage points from 88% to 92%. However, in 2012-2013, Reading scores for all subgroups decreased on the FCAT. Students in K-2 show a negative trend in performance in Math. Over the past three years SAT scores in math have decreased as follows: 73% (2010-2011), 68% (2011-2012), and 66% (2012-2013).

Which area(s) indicate the overall lowest performance?

Third grade results for the number of students achieving high standards, indicates the lowest level of performance in Reading in three years in 2013 with only 56% meeting high standards. Fourth grade students performed the lowest (62%) on the 2013 Math FCAT when compared to 2011 and 2012. Fifth grade results for the number of students achieving high standards, indicates the lowest level of performance in Mathematics (66%) in 2013.

K-2 students indicate their lowest overall performance in the area of Mathematics on the Stanford Achievement Test 10. Over the past three years the SAT scores decreased, for all students, as follows: 73% (2010-2011), 68% (2011-2012), and 66% (2012-2013).

Which subgroup(s) show a trend toward decreasing performance?

As demonstrated on the SAT-10, K-2 students show a trend toward decreasing performance in the area of Mathematics. Seventy two percent of Hispanics scored above the median in 2011; 69% in 2012 and 66% in 2013. Sixty eight percent of English Language Learners scored above the median in 2011; 64% in 2012 and 60% in 2013. Seventy three percent of Economically Disadvantaged students scored above the median in 2011; 66% in 2012 and 64% in 2013.
As demonstrated on the Reading and Math FCAT, Hispanic, English Language Learners, Students with Disabilities and the Economically disadvantaged, each show a trend of decreasing performance from 2012 to 2013. Students with Disabilities showed the greatest trend toward decreased performance in the area of Mathematics from 2011-2013.

**Between which subgroups is the achievement gap becoming greater?**

According to district data, the achievement gap is becoming greater in the areas of Reading and Math between White and Black students.

Which of the above reported findings are consistent with findings from other data sources?

According to the District's Year-at-a-Glance document, the number of students achieving high standards decreased from 2012 to 2013 in the areas of reading, math, writing and science. The overall percent proficient from the Reading Winter Interim Assessment to the 2013 FCAT decreased in third grade. Fall Interim results indicate a drop in scores for fourth and fifth grade students in the areas of reading and science.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.75
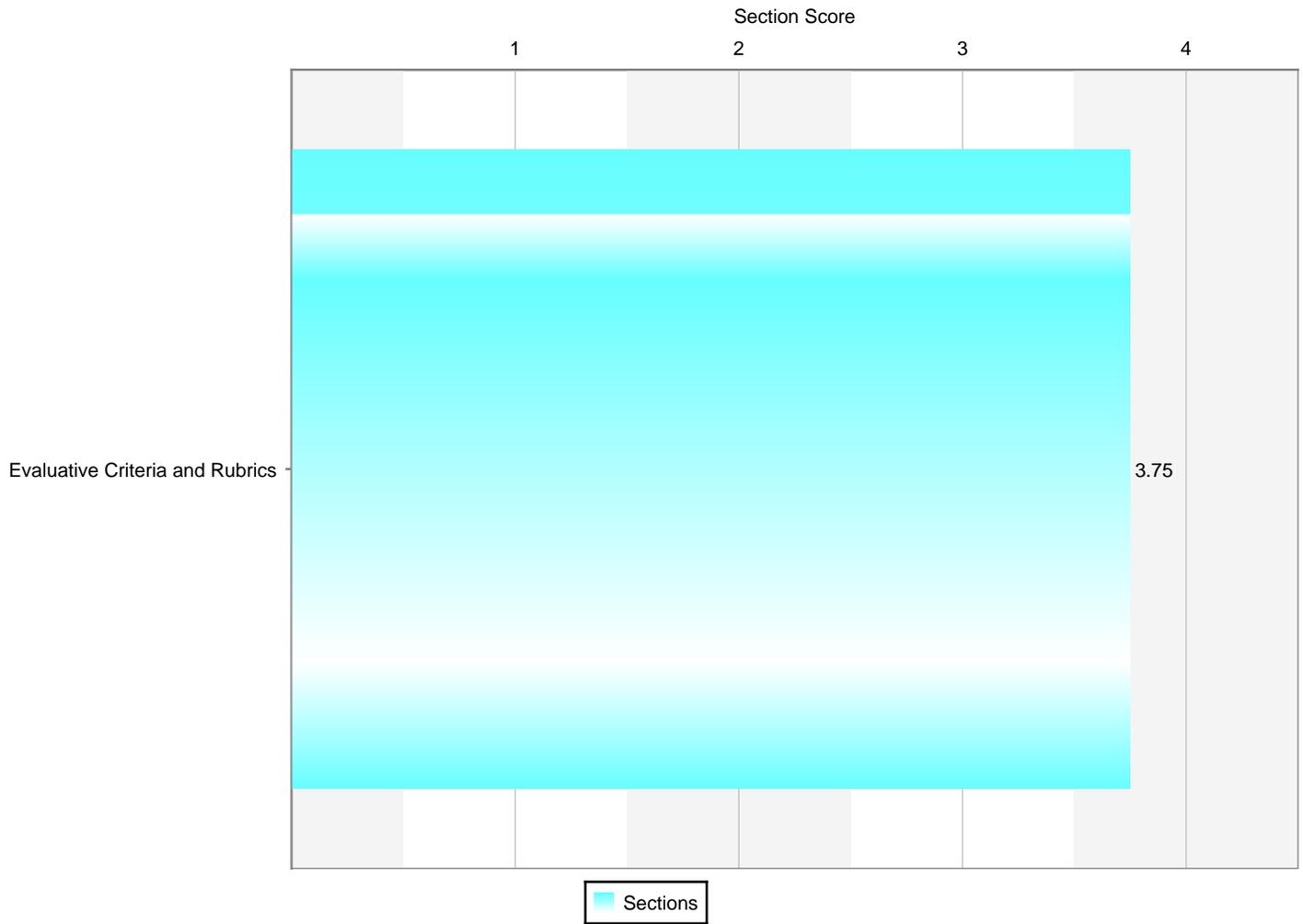
Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	2013-2014 School Improvement Plan attached.	2013-2014 SIP