
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4841 - Santa Clara Elementary School

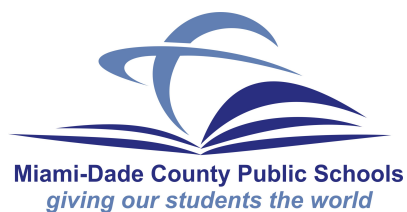
FeederPattern: Miami Jackson Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Marie Caceres

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Santa Clara Elementary School

Santa Clara Elementary School was established in 1925 and currently serves approximately 665 students in grades kindergarten through five, forty-six self-contained exceptional education students, twenty-four emotionally handicapped students, twenty-two severely emotionally disturbed students, and an additional nineteen pre-kindergarten students. The student population is fifty-nine percent Hispanic, thirty-nine percent Black, 1 percent white and .5 percent other. thirty-two percent of the students are Limited English Proficient (LEP) and enrolled in English for Speakers of Other Languages (ESOL) classes. There are 98 percent of students attending Santa Clara Elementary School on free or reduced price lunch. The student stability index was thirty-seven, and the student attendance was ninety-five percent during the 2004-2005 school years. The objectives identified for 2005-2006 School Improvement Plan (SIP) include the following areas and have been approved by the Educational Excellence Advisory Council (EESAC):

Santa Clara Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the school Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Santa Clara Elementary School.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by forty-four percent of the students scoring Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by forty-four percent of the students scoring Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by forty-four percent of the Students scoring Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills by a fifteen percentage point increase to fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Black students in grades three through five will improve their mathematics skills by a twenty-one percentage point increase to fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through five will improve their mathematics skills by a 9 percentage point increase to fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Free and Reduced Lunch students in grades three through five will improve their mathematics skills by a fifteen percentage point increase to fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through five will improve their mathematics skills by a nineteen percentage point increase to fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Student with Disabilities in grades three through five will improve their mathematics skills by a twenty-nine percentage point increase to fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students attaining the State required mastery level of 4.0 as documented by scores of the 2006 FCAT Writing Plus Test as compared to the 2005 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grades five will improve their science skills as evidenced by students scoring at or above the District mean scale score on the 2006 FCAT Science Test.

Given the need to establish a link between school, home, and community, Santa Clara Elementary will increase the number of parents participating in Pre-K through fifth grade workshops, trainings, etc. by five percent during the 2005-2006 school year as compared to the parental involvement rosters for the 2004-2005 school year.

Given the impact of discipline and safety on the academic process, Santa Clara Elementary will decrease its outdoor suspension rate by twenty percent as evidenced by the outdoor suspension reported incidents for 2005-2006 on the Referral Action Report for all students.

Given increased attention to the use of technology, faculty, staff, and students at Santa Clara Elementary will increase school performance on the 2005 Star School Profile as compared to the 2004 profile, as evidenced by performing at or above the county and state-wide averages in Technology Planning and

Teacher Access to Technology.

Given instruction based on the M-DCPS mandated Presidential Physical Fitness Test Standards, students will achieve an annual increase of 5 percent in the number of award winners in the administration of the 2005- 2006 Presidential Physical Fitness Test, as compared to the 31 percent achieved on the 2005 fitness test.

Given the benefits of participating in enrichment activities, the number of students enrolled in the Extended Day Enrichment Programs (School Improvement Zone Initiative), will increase by five percent during the 2005-2006 school year as compared to the 2004-2005 school years.

Santa Clara Elementary School will improve its ranking on the state of Florida ROI index publication from the 12th percentile in 2003 to the 15th percentile on the next publication of the index.

In addition to the SIP, the results of the 2005 Organizational Performance Improvement Snapshot survey will be utilized as a tool to accomplish the objectives set forth in the 2005-2006 School Improvement Plan. The results were favorable in all seven categories. Santa Clara's strengths are most evident in category (4) Measurement, Analysis and Knowledge Measurement and category (1) Leadership. These results indicate a commitment to change and a belief that supervision and the organization will work as a team to achieve the goals set forth in the 2005-2006 SIP. Although high employee satisfaction is evident, a very small percentage of the faculty and staff felt that there are safety issues present at Santa Clara, and a small percentage feel that they are not receiving the resources needed to do their job. We will do a separate needs survey to address specifics in both of these areas.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Santa Clara Elementary School

VISION

Our Vision for Santa Clara Elementary School is that it becomes the school of choice for all students in the community. We commit to create a place where students come first. We believe that all children can learn and will strive to provide a safe, encouraging, and motivating educational environment. Our vision will be fulfilled as our students matriculate from Santa Clara prepared to enter the middle school community with a firm foundation on which to build a successful future.

MISSION

Guided by the vision for Santa Clara Elementary School, our mission is to dedicate ourselves to academic excellence by: (1) Developing, implementing, and monitoring a comprehensive instructional plan through data driven decision making; (2) Establishing an environment where students, parents, teachers, and staff are valued, nurtured, and respected; and (3) Working with all stakeholders to offer a high-quality education, by maximizing the effectiveness of classroom teaching and learning experiences.

CORE VALUES

Excellence

We seek the highest quality academic education and performance.

Achievement

We are committed to the vision that all students can and will learn.

Equity/Integrity

We are committed to building positive relationships through honesty, respect, and compassion for all students.

School Demographics

Santa Clara Elementary School was established in 1925 and currently serves approximately 665 students in grades kindergarten through five, forty-six self-contained exceptional education students, twenty-four emotionally handicapped students, twenty-two severely emotionally disturbed students, and an additional nineteen pre-kindergarten students. The student population is fifty-nine percent Hispanic, thirty-nine percent Black, 1 percent white and .5 percent other. thirty-two percent of the students are Limited English Proficient (LEP) and enrolled in English for Speakers of Other Languages (ESOL) classes. There are ninety-eight percent of students attending Santa Clara Elementary School on free or reduced price lunch. The student stability index was thirty-seven, and the student attendance was ninety-five percent during the 2004-2005 school years. The teacher population is fifty-two percent hispanic, thirty percent black, seventeen percent white, 2 percent Asian, seventeen percent male, and eighty-three percent female. Thirty-four percent of our teachers maintain advanced degrees. As a part of the School Improvement Zone, Santa Clara Elementary School has been targeted to receive assistance in providing an intensive program with a focus on Literacy. There will be a structured curriculum with extended day and extended year for the students enrolled at the school. Intensive professional development is available to all members of the staff. Santa Clara Elementary School provides educational services in the traditional classroom settings with technology enhancing learning in all areas. Title I funding is used to provide differentiated instruction to students that require assistance. The size of Santa Clara Elementary allows the staff to individualize instruction for all students in need of intervention and provide enrichment to those who are performing above grade level.

Santa Clara Elementary School's faculty and staff are committed to improving the educational opportunities for children by providing the necessary tools and assistance to attain grade level standards. We are dedicated to providing a learning environment that will allow students to reach their optimum potential.

School Foundation

Leadership:

Analysis of data obtained from the Organizational Performance Improvement Snapshot (OPIS) Assessment indicated that Santa Clara Elementary School's faculty and staff demonstrated the following levels of satisfaction in these categories: Strategic Planning 4.4, Leadership 4.3, Data-Driven Decision Making 4.3, Customer and Market Focus 4.2, Process Management 4.2, Performance Results 4.2, Human Resource Focus 4.1. The Administration at Santa Clara Elementary sets the direction for the school, shares the mission and vision of the school and creates a productive and positive working environment and involves its employees, parents, students, and community in the decision making process via the Educational Excellence Advisory Council (EESAC).

District Strategic Planning Alignment:

The school has clear goals and objectives that are communicated to all stakeholders. The Curriculum Council meets regularly to monitor and assess progress being made in accomplishing the goals.

Stakeholder Engagement:

Santa Clara Elementary expects the best of their students and requires them to work up to their potential as based on our school's theme this year; At Santa Clara, We Are The Best. Customers and stakeholders are committed in a partnership to meet the goals of both the school and district as indicated by Miami-Dade County Public Schools, The Florida Department of Education and No Child Left Behind Federal Legislation.

Faculty & Staff:

Santa Clara Elementary uses a team-based system to organize and manage work to promote cohesiveness, cooperation, individual initiative, empowerment, and innovation in order to meet the needs of our customers and stakeholders. The team approach is important in the decision making process. The Professional Development Team, the Curriculum Council as well as grade level and department teams meet regularly. Faculty meetings are also utilized to ensure that teachers are updated on district policies and new initiatives.

Data/Information/Knowledge Management:

At Santa Clara Elementary, academic achievement is paramount, and in order to maximize good customer/stakeholder relations and stakeholder satisfaction, the monitoring and analysis of data is essential. The school utilizes the 8-Step Continuous Improvement Model as a tool for planning, alignment, and improvement in operations throughout the organization. The 8-step Continuous Improvement Model drives the school improvement initiative. The EESAC monitors this body of work.

Education Design:

Extended Learning Opportunities: The students at Santa Clara Elementary are provided extended day services as part of the School Improvement Zone initiative. These services include before and after school tutorial and enrichment programs and The Saturday Academy. These programs are allocated using Title I funds as well as

Student Achievement Enhancement Funds which will target Tier I, II, and III students, as well as any student who might be in need of additional support.

School-wide Improvement Model: Santa Clara Elementary will use the 8-Step Continuous Improvement Model (CIM). This model is comprised of the eight (8) step data-driven process that assesses students on a regular basis for enrichment and remediation. These steps include: analysis of test scores, disaggregation of data, time-line development, instructional focus, assessment, tutorials, enrichments, maintenance, monitoring of the progress.

Performance Results:

According to the 2004-2005 School Accountability Report, forty-seven percent of our students are reading at or above grade level and sixty percent of our students made a year's worth of progress in reading. Thirty-six percent of our struggling students (lowest twenty-five percent) made a year's worth of progress in reading. thirty-nine percent of our students are at or above grade level in mathematics. Sixty-two percent of our students made a year's worth of progress in mathematics. Eighty-three percent of our students are meeting state standards in writing.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Santa Clara Elementary understands the importance of having every child succeed and develop life-long learning skills. To accomplish this goal, the school attracts and retains the highest quality teachers by promoting the concept of team and family. We also encourage high school morale and provide personal opportunities for growth.

Teachers are also provided with various professional developments and opportunities to share best practices. These developments and gatherings also allow individuals time to process information and internalize what is best for their individual students.

• Highly Qualified, Certified Administrators:

MARIE CACERES, 176851, Principal. Mrs. Caceres has been employed with the Miami-Dade Public Schools since 1989. She has served as a teacher, assistant principal and this year appointed principal at Santa Clara Elementary School. Mrs. Caceres completed the courses for certification in Education Leadership at Nova University in 1985. She received a Bachelor of Science degree in Elementary /Special Education in 1977, Millersville State Teachers College. Mrs. Caceres has served as an administrator for the past 12 years. She was the assistant principal in charge of Exceptional Student Education and discipline, at Poinciana Park Elementary School for 5 years and for the following 7 years at Hialeah Middle School. She has been an accomplished administrator by supporting teachers in implementing the instructional program, building a learning/teaching environment that allows for positive growth, working cohesively and collaboratively with teachers and parents to institute change where needed and has empowered the faculty to accomplish their goals. She has just been assigned as a principal to Santa Clara Elementary School where she is committed to high standards and professional leadership.

RAMEISHA S. FERGUSON, 214447, Assistant Principal – Ms. Ferguson has been employed with Miami- Dade County Public Schools since 1995 where she began as a substitute teacher. She is certified in Social Sciences Grades 5-9, and Educational Leadership Grades K-12. Ms. Ferguson received her Bachelor of Science Degree in Public Management with a minor in History from Florida A & M University in 1995. She furthered her education to receive a Master's in Public Administration from Florida State University in 1996. Ms. Ferguson continued to pursue an Educational Specialist Degree in 1999 from Nova Southeastern University in Educational Leadership, which was completed in 2000. Currently, she is working towards her Doctoral Degree in Organizational Leadership with a concentration in Educational Leadership from Nova Southeastern University. Her anticipated graduation date is December 2006.

Ms. Ferguson began her career as a teacher in 1997 upon the completion of her Masters Degree. Her first teaching position was a Ponce de Leon Middle School as a Social Studies Teacher. She worked as a Teacher and Team Leader for 6 1/2 years. However, in January 2004, she advanced into administration where she became an Assistant Principal at the same Middle School where she began teaching, Ponce de Leon Middle School. Ms. Ferguson remained at Ponce de Leon Middle School as an administrator for 1 1/2 years. In August 2005, Ms. Ferguson became the Assistant Principal at Santa Clara Elementary, which is her current school location. As Assistant Principal at Santa Clara Elementary, Ms. Ferguson is responsible for assisting the school site administrator with the implementation of the ESE Programs, Bilingual Programs, Professional Development for instructional staff, Student Services, and discipline. Ms. Ferguson is very dedicated and proactive in all of her responsibilities, especially providing support, motivation, and encouragement to faculty and staff, and a positive learning environment for all students.

• Teacher Mentoring:

The Teacher Mentoring Program at Santa Clara Elementary School consists of assigning a grade chairperson to serve as a mentor to new teachers in each level and department. The Curriculum Council is also available for support and/or assistance. Educational specialists are used to provide new teachers with assistance in lesson planning, classroom management, teacher-student relations, classroom resources, data analysis, classroom demonstration lessons and on-site professional development. To further assist new teachers, a Professional Growth Team (PGT) consisting of two experienced teachers is assembled to work specifically with the new teachers throughout the school year. Additional assistance is given by administration during informal and formal classroom visitations.

• School Advisory Council:

The purpose of the Educational Excellence School Advisory Council (EESAC) of Santa Clara Elementary is to work as a community, define a clear vision, and establish goals for student improvement. The EESAC works with the principal collaboratively in the preparation and evaluation of the School Improvement Plan (SIP). The Principal and the elected members of the EESAC use consensus management as mode for reaching agreements and the decision-making process.

• Extended Learning Opportunities

The students at Santa Clara Elementary are provided extended day services as part of the School Improvement Zone initiative. These services include before and after school tutorial and enrichment programs and The Saturday Academy. These programs are allocated using Title I funds as well as Student Achievement Enhancement Funds which will target Tier I, II, and III students, as well as any student who might be in need of additional support.

• School Wide Improvement Model

Santa Clara Elementary will use the 8-Step Continuous Improvement Model (CIM). This model is comprised of the eight (8) step data-driven process that assesses students on a regular basis for enrichment and remediation. These steps include: analysis of test scores, disaggregation of data, time-line development, instructional focus, assessment, tutorials, enrichments, maintenance, monitoring of the progress. Additional assistance will be provided by the School Improvement Zone's District office.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students at Santa Clara Elementary will continue to improve their reading skills as measured by the FCAT in order to meet Adequate Yearly Progress.

Needs Assessment

Scores indicate that fifty-nine percent of students and Grades 3 through 5 did not score Achievement Level 3 on the 2005 FCAT Reading test. In-depth analyses of each grade's performance showed that seventy-one percent of students in grade 3 were working below grade level in reading. Third grade students were most successful with the cluster of Reference/Research scoring an average of sixty percent, with all other clusters yielding an average performance of fifty percent or below. As a result fourth grade students will need consistent and intensive assistance in all of the content clusters. In grade 4, forty-two percent of students were working below grade level in reading. Fourth grade students were most successful with the Main Idea/Author's Purpose Cluster, scoring an average of sixty-one percent. Students scored forty-seven percent in Words/Phrases, fifty-eight percent in Comparisons, and fifty percent in Reference/Research. As a result, fifth grade students will need consistent and intensive assistance to maintain and/or improve their performance within the content clusters. Lastly, in grade five sixty-three percent of students were working below grade level in reading. Fifth grade students were most successful with the Comparisons cluster, scoring an average of sixty percent. Students scored sixty percent in Main Idea/Author's Purpose, and fifty percent in Words/Phrases and Reference/Research. An analysis of the demographic report of student performance shows that seventy-nine percent of Students with Disabilities scored below grade level and 65 percent of Limited English Proficient students scored below grade level in reading performance indicating a need for improvement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by forty-four percent of the students scoring Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by forty-four percent of the students scoring Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by forty-four percent of the Students scoring Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct weekly grade level and department level meetings to assess and evaluate student performance pertaining to Sunshine State Standards (benchmarks) and develop lessons in reading which address these needs.	Administrators, Reading Coaches, Classroom Teachers	8/01/2005	5/31/2006
Utilize computer assisted programs and monitoring systems in reading such as SuccessMaker, Accelerated Reader, and Reading Plus.	Administrators, Reading Coaches, Classroom Teachers	8/01/2005	5/31/2006
Implement and monitor a before school tutorial program for third, fourth and fifth grade students to remediate deficiencies.	Administrators, Reading Coach	8/01/2005	5/31/2006
Identify students in all subgroups at Achievement Level 1 or 2 of the FCAT Reading Test, as indicated in adequate yearly progress disaggregated data and create an Academic Improvement Plan for each student.	Administrators, Reading Coach	8/01/2005	5/31/2006
Provide administration and teachers with professional development activities in analysis and data driven decision-making.	School Improvement Zone Professional Development, Administrators	8/01/2005	5/31/2006
Implement data driven instruction according to weekly Benchmark Assessments and Interim Assessment results.	Classroom Teachers, Administrators	8/01/2005	5/31/2006
Conduct parent workshops to provide strategies to enable parents to help their children in grades Kindergarten through Five develop reading skills.	Reading Coach, Administrators	8/01/2005	5/31/2006
Implement an uninterrupted daily 2 1/2 hour block	Classroom Teachers, Administrators	8/01/2005	5/31/2006

<p>in reading for grades kindergarten through fifth. Implement an additional 1 hour block in reading for students in grades kindergarten through fifth for reading intervention.</p>			
<p>Implement the PDSA model, school wide to ensure student achievement in Reading. The four-step process includes the following: (1)Plan- for change aimed at improvement, collect data, and establish a timeline, (2)Do- implement the plan, (3) Study- analyze data to assess results, and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.</p>	Classroom Teachers, Administrators	8/01/2005	5/31/2006
<p>Focus on the cluster of Words and Phrases, Main Idea/Purpose and Comparisons in Grade Three; Reference/Research, Words and Phrases, and Comparisons in Grade Four; and Words and Phrases and Comparisons in Grade Five. We will follow the timeline identified in the Instructional Focus Calendar and the Scope and Sequence in Reading.</p>	Classroom Teacher, Administrators	8/01/2005	5/31/2006
<p>Provide differentiated instruction to small groups and individual students utilizing Guided Reading, and Voyager Passport during the reading block as well as, Early Success, Soar to Success and Reading Plus during extended day intervention.</p>	Classroom Teachers, Administrators	8/01/2005	5/31/2006

Research-Based Programs

The research-based programs that will be used are the Houghton Mifflin state-adopted series, Accelerated Reader, Early Success, Soar to Success, SuccessMaker, Reading Plus, and Creating Independence through Student-owned Strategies (CRISS).

Professional Development

Provide administration and teachers with professional development activities in analysis and data-driven decision-making, CRISS Training, Accelerated Reader Training, Guided Reading Training, CRP Training, 8-Step Continuous Improvement Model Training, Training for State-mandated Assessments (DIBELS and DAR), Voyager Passport Training for the Tier III Reading Intervention, Early Success and Soar to Success training and training of beginning teachers, teachers new to the school and/or grade level/department in the implementation of the Houghton Mifflin Reading Program.

Evaluation

FORMAL DATA (1) Results of the 2006 FCAT Reading Test (2) Interim Assessments-District approved 3) PACES evaluations, and (4) Staff Development Surveys.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students at Santa Clara Elementary will continue to improve their mathematics skills as measured by the FCAT in order to meet Adequate Yearly Progress.

Needs Assessment

Scores indicate that sixty-five percent of students and Grades 3 through 5 did not score Achievement Level 3 on the 2005 FCAT Mathematics test. In-depth analyses of each grade's performance showed that sixty-five percent of students in grade 3 were working below grade level in mathematics. Third grade students were most successful with the strand of Measurement, scoring an average of fifty percent, with all other strands yielding an average performance of below fifty percent. As a result fourth grade students will need consistent and intensive assistance in all of the mathematics strands. In grade 4, sixty-seven percent of students were working below grade level in mathematics. Fourth grade students were most successful with the strand of Geometry and Algebraic Thinking, with all other strands yielding an average performance of fifty percent or below. As a result, fifth grade students will need consistent and intensive assistance in all of the mathematics strands, with an emphasis on Number Sense and Data Analysis. Lastly, in grade five sixty-one percent of students were working below grade level in mathematics. Fifth grade students were most successful with the strands of Geometry; however, average performance in all strands was below fifty percent. An analysis of the demographic report of student performance shows that eighty-one percent of Students with Disabilities scored below grade level and sixty-nine percent of Limited English Proficient students scored below grade level in mathematics performance indicating a need for improvement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills by a fifteen percentage point increase to fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Black students in grades three through five will improve their mathematics skills by a twenty-one percentage point increase to fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through five will improve their mathematics skills by a 9 percentage point increase to fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Free and Reduced Lunch students in grades three through five will improve their mathematics skills by a fifteen percentage point increase to fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through five will improve their mathematics skills by a nineteen percentage point increase to fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Student with Disabilities in grades three through five will improve their mathematics skills by a twenty-nine percentage point increase to fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct weekly grade level and department level meetings to assess and evaluate student performance pertaining to Sunshine State Standards (benchmarks) and develop lessons in mathematics which address these needs.	Administrators, Mathematics Coach, Classroom Teachers	8/01/2005	5/31/2006
Implement and monitor a before school tutorial program for third, fourth and fifth grade students to remediate areas of deficiencies.	Administrators, Classroom Teacher	8/01/2005	5/31/2006
Implement data driven instruction according to Weekly Benchmark Assessments and Interim Assessment results utilizing an Instructional Focus Calendar.	Classroom Teachers, Administrators	8/01/2005	5/31/2006
Implement an uninterrupted daily 1 hour block in	Classroom Teacher, Administrators	8/01/2005	5/31/2006

Mathematics for grades kindergarten through fifth.			
Conduct parent workshops in mathematics to provide parents with strategies to help their children in grades kindergarten through five develop math skills.	Mathematics Coach, Administrators	8/01/2005	5/31/2006
Continue students' participation in the school and District Math Bowl to showcase their mathematics skills.	Mathematics Coach, Administrators	8/01/2005	5/31/2006
Recognize students for improvement and successes in mathematics to encourage achievement of high standards.	Classroom Teacher, Mathematics Coach, Administrators	8/01/2005	5/31/2006
Utilize computer-assisted programs and monitoring systems in mathematics such as SuccessMaker to increase student interest.	Administrators, Mathematics Coach, Classroom Teachers	8/01/2005	5/31/2006
Through the utilization of the 8-Step Continuous Improvement Model, implement the PDSA model school wide to ensure student achievement in Mathematics. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study- analyze data to assess results, and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Classroom Teachers, Administrators	8/01/2005	5/31/2006
Identify students in all subgroups at Achievement Level 1 or 2 of the FCAT Mathematics Test, as indicated in adequate yearly progress disaggregated data, create a student Academic Improvement Plan and implement tutorial programs during school hours to address the Mathematics deficiencies of students, using a diagnostic/prescriptive approach.	Administrators, Mathematics Coach	8/01/2005	5/31/2006
Provide differentiated instruction to small groups and individual students which includes hands-on and manipulative instruction and CRISS strategies.	Classroom Teacher, Administrators	8/01/2005	5/31/2006

Research-Based Programs

The research-based programs that will be used are the Harcourt state-adopted series for mathematics, SuccessMaker, and Riverdeep.

Professional Development

Teachers will provided training in CRISS (Creating Independence through Student-owned Strategies) and training on properly implementing and utilizing Harcourt, our state-adopted mathematics series. Additionally, teachers will receive professional development in hands-on instruction using manipulatives, technology, Successmaker, Best Practices, and the 8-Step Continuous Improvement Model. Administration and teachers may access professional development through the District Professional Development Calendar and Registration System.

Evaluation

This objective will be evaluated based upon scores on the 2006 administration of the Mathematics FCAT, Weekly Benchmark Assessment reports, utilizing Edusoft software, will provide formative assessment data which will be used to monitor progress and direct instruction.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students at Santa Clara Elementary School will continue to improve their Writing skills as measured by the FCAT Writing Plus Test in order to meet Adequate Yearly Progress.

Needs Assessment

Scores indicate that 83 percent of students in grade 4 scored 3.5 or higher on the 2005 FCAT Writing Plus test, a 20 percentage points increase from the previous year's scores. Scores indicate that 37 percent of students in grade 4 scored 3.5 or higher on the Narrative portion of the test, and 35 percent of students in grade 4 scored 3.5 or higher on the Expository portion of the test. There is a need for continued high quality intensive writing instruction in all grades.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students attaining the State required mastery level of 4.0 as documented by scores of the 2006 FCAT Writing Plus Test as compared to the 2005 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Parental workshops that focus on strategies parents can use to help their child increase his or her writing skills.	Writing Coach, Administrators	8/01/2005	5/31/2006
Conduct monthly writing prompts in grades two through five as a means of monitoring and providing instruction to improve student writing.	Classroom Teachers, Administrators	8/01/2005	5/31/2006
Provide professional development to model instructional lessons for teachers that incorporate the writing components and provide students with the level of critical thinking needed to perform at optimum level on the FCAT.	Writing Coach, Administrators	8/01/2005	5/31/2006
Provide professional development in writing according to the needs of the students utilizing the Learning Express program.	School Improvement Zone Professional Development, Administrators	8/01/2005	5/31/2006
Provide small group instruction to students making inadequate progress in writing as diagnosed based upon the monthly writing prompts.	Classroom Teacher, Writing Coach, Administrators	8/01/2005	5/31/2006
Develop and implement an Instructional Calendar with a focus on Writing Sunshine State Standards.	Administrators, Curriculum Council, Classroom Teachers	8/01/2005	5/31/2005
Integrate CRISS strategies throughout the Writing Process.	Administrators, Writing Coach, Classroom Teachers	8/01/2005	5/31/2005

Research-Based Programs

The Research-based programs that will be used are the Harcourt Reading Program and Write Time for Kids.

Professional Development

All teachers will receive professional development on scoring the FCAT Writing Plus Assessment according to the six-point rubric for Narrative and Expository writing, Best Practices, FCAT Writing Strategies, CRISS, Reciprocal Teaching, the 8-Step Continuous Improvement Model, and using the Learning Express program.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Writing Plus Test. Monthly Writing Prompts and District Pre/Post Assessments will be used to monitor progress towards the objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

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

GOAL 4 STATEMENT:

Students at Santa Clara Elementary will continue to improve their Science skills as measured by the FCAT Science Test.

Needs Assessment

Scores indicate that students in grade 5 received a mean scale score of 250 on the 2005 FCAT Science test which was thirty-six points less than the District mean scale score of 286. An analysis of the clusters indicates that students scored an average of forty-six percent in Physical Science, thirty-eight percent in Earth/Space, forty-six percent in Life/Environmental, and fifty percent in Scientific Thinking. As a result, students in grades Kindergarten through Fifth will need consistent high-quality, hands-on science instruction.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades five will improve their science skills as evidenced by students scoring at or above the District mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a minimum of 10 hands-on science lab activities utilizing inquiry-based thinking skills that are related and correlated to the Sunshine State Standards in grades kindergarten through fifth.	Administrators Classroom Teacher, Science Coach	8/01/2005	5/31/2006
Increase the usage of the Internet to reinforce the Sunshine State Standards in Science.	Administrators Classroom Teacher	8/01/2005	5/31/2006
Engage kindergarten and first grade students in whole class science fair projects and second through fifth grade students in individual science fair projects.	Administrators Classroom Teacher	8/01/2005	5/31/2006
Acquire additional teaching strategies that will reinforce the areas of weakness evidenced in the analysis of the 2004 FCAT Science Test. For example, the use and implementation of common grade level planning, the sharing of best practices and ongoing professional development.	Administrators Classroom Teacher	8/01/2005	5/31/2006
Provide parental training sessions that focus on strategies parents can use to help their child increase his or her science ability and skills.	Administrators Science Coach	8/01/2005	5/31/2006
Engage students in research projects and reading related to current science events in today's society during their science instructional block.	Administrators Classroom Teacher, Science Coach	8/01/2005	5/31/2006
Utilize computer research-based program, SuccessMaker, to enhance students' skills in Science.	Administrators Classroom Teacher	8/01/2005	5/31/2006
Integrate CRISS strategies throughout science instruction.	Administrators, Classroom Teacher	8/01/2005	5/31/2006

Research-Based Programs

The research-based programs are Harcourt Science and SuccessMaker.

Supplemental Program: Foss Kits, SECME

Professional Development

Beginning teachers and teachers new to the school will receive continuous mentoring. CRISS (Creating Independence through Student-owned Strategies), 8-step Continuous Improvement Model training, and training on properly implementing an inquiry-based science program and using Science Process skills will be provided.

Evaluation

This objective will be evaluated based upon scores on the 2006 administration of the FCAT Science Test. Formative assessment will provide quarterly reports which will be used to monitor progress and direct instruction.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

Increase communication and parental involvement at Santa Clara Elementary. The school will continue to provide opportunities for parents to be involved in their children's education. The school will provide a welcoming and comfortable environment that allows parents and educators to work collaboratively to foster academic success.

Needs Assessment

Analysis of the 2004-2005 Parent Involvement Rosters indicate that twenty percent of the parents attended at least one workshop related to the teaching of reading, writing, mathematics, and science to acquire strategies that would assist them in helping their child improve academically. Data indicate that there is a lack of parental and community participation and interest which point to the need to develop communication to increase parental and community involvement in order to support student achievement.

Measurable Objective

Given the need to establish a link between school, home, and community, Santa Clara Elementary will increase the number of parents participating in Pre-K through fifth grade workshops, trainings, etc. by five percent during the 2005-2006 school year as compared to the parental involvement rosters for the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Title I Parent Contract and the Santa Clara Elementary Parent Handbook to identify parents and family roles within the school.	Administrators	8/01/2005	5/31/2006
Recognize students for improvement and successes in Reading, Mathematics and Writing through awards presentations.	Administrators, Classroom Teacher	8/01/2005	5/31/2006
Use Community Involvement Specialist and the school's Social Worker to encourage parents to be active participants in their children's education by utilizing flyers, telephone communication and parent conferences.	Adminstrators Community Involvement Specialist, School Social Worker	8/01/2005	5/31/2006
Send all written notifications, such as meetings and parent workshops, to parents in their home language.	Administrators, Community Involvement specialist	8/01/2005	5/31/2006
Disseminate the District's Code of Student Conduct for Elementary students to all families of Santa Clara Elementary School.	Administrators	8/01/2005	5/31/2006
Utilize the Community Involvement Specialist to provide and maintain a Parent Resource Center with materials and activities for parents that will inform them on how to assist their children's academic progress.	Administrators Community Involvement Specialist	8/01/2005	5/31/2006
Encourage parents' participation in decision-making groups such as the Parent-Teacher Association (PTA) and Educational Excellence School Advisory Council (EESAC) as evidenced by sign-in and participation logs.	Administrators Educational Excellence School Advisory Council (EESAC), Parent-Teacher Association (PTA)	8/01/2005	5/31/2006
Actively involve the business community in supporting on-going activities at the school.	Administrators Community Involvement Specialist, Administration, Counselor	8/01/2005	5/31/2006
Provide workshops for parents related to the teaching of reading, writing, mathematics, and science to empower them with the skills needed to	Administrators Reading Coach, Writing Coach, Mathematics Coach, Science Coach	8/01/2005	5/31/2006

assist their child in achieving academic success.			
Establish positive parent communications by conducting home visits, student-teacher parent conferences, parent-teacher conferences, and the establishment of the Parent Advisory Council (PAC) and District Advisory Council (DAC).	Administrators, Community Involvement Specialist, School Social Worker, Classroom Teachers	8/01/2005	5/31/2006

Research-Based Programs

CORE WORKS: National Standards for Parent and Family Involvement, Programs by the National Parent-Teacher-Student Association (PTSA)

Professional Development

The Community Involvement Specialist will receive Community Involvement Specialist Training (CIS) and District Advisory Council (DAC) training at district-scheduled inservices. Trainings and/or workshops will be provided for teachers and parents to facilitate familiarity with the instructional program, PTSA activities, and the development of the student's Academic Improvement Plan (AIP). Participation in the Parent Academy will be explained and encouraged.

Evaluation

Parental involvement will show a 5 percent increase above the 2004-2005 level of participation as reflected in the following: Annual District and Title I Survey, workshop attendance sign-in rosters, Community Involvement Specialist's records, EESAC attendance rosters and Parent Resource Center visitation logs. Workshop Attendance rosters/Community Involvement Specialist's Records/ Parent Access Center visitation logs.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Santa Clara Elementary will promote programs and practices and activities that facilitate a safe and disciplined environment for our customers and stakeholders.

Needs Assessment

Analysis of data obtained from the 2004-2005 Referral Action Report for all students showed a total of 131 outdoor suspensions indicating a need to decrease negative behavior at Santa Clara Elementary School.

Measurable Objective

Given the impact of discipline and safety on the academic process, Santa Clara Elementary will decrease its outdoor suspension rate by twenty percent as evidenced by the outdoor suspension reported incidents for 2005-2006 on the Referral Action Report for all students.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish an incentive/rewards program to reinforce positive behavior.	Administrators, Classroom Teacher	8/01/2005	5/31/2006
Send written communication to parents to distribute information on Code of Student Conduct, Parent Resource Center, and other pertinent information.	Administrators	8/01/2005	5/31/2006
Reinforce school-wide policies and procedures and respect for authority.	Administrators	8/01/2005	5/31/2006
Utilize school social worker as "liaison" to facilitate communication between the school and the parents, including home visits.	Administrators, Classroom Teacher, Social Worker	8/01/2005	5/31/2006
Continue to implement the "Do the Right Thing" Program and the Character Education Curriculum provided by the District.	Administrators, Student Services, Counselor	8/01/2005	5/31/2006

Research-Based Programs

Project PROUD (Peacefully Resolving Our Unsettled Differences).

Professional Development

Administration and teachers may access professional development through the District Professional Development Calendar and Registration System.

Evaluation

The reduction in the number of suspensions as evidenced by school records.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

Santa Clara will integrate technology in all curricular areas and will promote equitable and universal access to technology.

Needs Assessment

According to the 2004 STaR School Profile, there is a need for a specific, customized Technology Plan to meet the needs of Santa Clara Elementary School and a need for increased teacher access to technology. Additionally, there is a need to train staff in the use of new technologies in order to integrate them into our instructional program.

Measurable Objective

Given increased attention to the use of technology, faculty, staff, and students at Santa Clara Elementary will increase school performance on the 2005 Star School Profile as compared to the 2004 profile, as evidenced by performing at or above the county and state-wide averages in Technology Planning and Teacher Access to Technology.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Train teachers in the implementation of the district's electronic grade book.	Administrators, Curriculum Council	8/01/2005	5/31/2006
Monitor computer generated reports from Reading Plus and SuccessMaker to track student progress.	Administrators, Technology Facilitator, Curriculum Council	8/01/2005	5/31/2006
Utilize Edusoft software to generate reports, which identify areas of needed support for all students.	Administrators, Curriculum Council, Classroom Teacher	8/01/2005	5/31/2006
Continue the implementation of the Accelerated Reader Program with incentives for students scoring 80 percent or higher.	Media Specialist, Administrators	8/01/2005	5/31/2006
Teachers and students will utilize technology to implement Project-based Learning activities.	Classroom Teacher, Administrators	8/01/2005	5/31/2006

Research-Based Programs

Reading Plus, SuccessMaker, National Educational Technology Standards (NETS-S).

Professional Development

Provide training in the following: Excelsior Grade Book, Reading Plus, Accelerated Reader Program and SuccessMaker

Evaluation

Monitor the performance on the 2006 STaR School Profile.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Santa Clara Elementary will promote the overall health and fitness of all students. The school will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

Based on the results of the 2004-2005 FITNESSGRAM, 31 percent of our students had passing scores. These results indicate a need for students to become more physically active and health conscious.

Measurable Objective

Given instruction based on the M-DCPS mandated Presidential Physical Fitness Test Standards, students will achieve an annual increase of 5 percent in the number of award winners in the administration of the 2005- 2006 Presidential Physical Fitness Test, as compared to the 31 percent achieved on the 2005 fitness test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the physical education program to ensure that activities selected specifically relate to assessment component items, which would enhance preparedness for the Presidents National Fitness Program.	Administrators, Physical Education Department	8/01/2005	5/31/2006
Monitor that an appropriate amount of instructional time is dedicated to fitness related activities as scheduled. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Department, Administrators	8/01/2005	5/31/2006
Provide activities that promote the importance of good hygiene habits and emphasize the importance of good nutrition.	Physical Education Department, Administrators	8/01/2005	5/31/2006

Research-Based Programs

2005-2006 FITNESSGRAM

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day as well as through the Office of Professional Development.

Evaluation

An increase in the number of students with passing scores on the FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Students at Santa Clara Elementary will develop an enhanced appreciation for the arts through increased exposure to a greater variety of enrichment activities.

Needs Assessment

Analysis of 2004-2005 Enrichment attendance rosters and Student Interest Surveys indicates that students will benefit from a larger offering of enrichment activities.

Measurable Objective

Given the benefits of participating in enrichment activities, the number of students enrolled in the Extended Day Enrichment Programs (School Improvement Zone Initiative), will increase by five percent during the 2005-2006 school year as compared to the 2004-2005 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Grade Level specific field trips exposing students to the arts.	Adminstartors, Art Department, Music Department, Activities Director	8/01/2005	5/31/2006
Use Media Center to research, develop, and present a multicultural event and/or project.	Administrators, Art Department, Music Department, Media Spealist	8/01/2005	5/31/2006
Participate in field trips that expose students to their cultural heritage while enhancing their community awareness.	Administrators, Classroom Teachers, Activities Director	8/01/2005	5/31/2006
Invite parents and community at the end of the school year to attend a culminating activity in which any and all student projects and successes will be exhibited.	Administrators, Classroom Teachers	8/01/2005	5/31/2006
Provide an opportunity for students who are at or above grade level to engage in a special interest class through the extended day as designated by the School Improvement Zone Initiative.	Administrators, Classroom Teachers	8/01/2005	5/31/2006

Research-Based Programs

N/A

Professional Development

Teachers will receive professional development in the 8-Step Continuous Improvement Model and Project-based Learning. Teachers can access professional development related to specific enrichment activities through the District Professional Development Calendar and Registration System.

Evaluation

Evaluation will be conducted through authentic assessments of completed projects, displays, and field trip participation logs and an increase in the number of students qualifying for enrichment activities during the 2006-2007 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Santa Clara Elementary will rank at or above the 15th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data from the FLDOE indicate that in 2003, Santa Clara Elementary ranked at the 12th percentile on the State of Florida ROI index

Measurable Objective

Santa Clara Elementary School will improve its ranking on the state of Florida ROI index publication from the 12th percentile in 2003 to the 15th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Collaborate with the District/Zone on resource allocations.	Administrators	8/01/2005	5/31/2006
2. Use student performance data to influence decision-making.	Administrators, Curriculum Council	8/01/2005	5/31/2006
3. Use data to target specific areas for improvement and earmark funds to assist the instructional program.	Administrators	8/01/2005	5/31/2006
4. Continue to provide tutorial and enrichment programs before and after school and on Saturdays (Saturday Academy).	Administrators	8/01/2005	5/31/2006
5. Establish a grant writing team in order to explore available grants to enhance the instructional program.	Administrators	8/01/2005	5/31/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI Index publication, Santa Clara Elementary School will reach or show progress toward the 15th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC recommended, after carefully reviewing the school budget, that funds should be set aside and used to support the school's instructional programs and goals.

Training:

The EESAC recommended training in the implementation of the new Comprehensive Research-based Reading Plan. It was also recommended that teachers receive training in the integration of technology to enhance the delivery of the instructional programs.

Instructional Materials:

The EESAC recommended purchasing additional classroom libraries to support our instructional programs.

Technology:

The EESAC reviewed the technology needs of the school (STAR Report) and recommended that we purchase additional computers and technology tools that will ensure that our students immersed in state of the art technology.

Staffing:

The EESAC recommended that we continue to use any available funds to hire paraprofessionals, when possible, in order to provide additional assistance to our low performing students.

Student Support Services:

The EESAC recommended that we continue to implement the district's Character Education Curriculum as well as continue our Conflict Resolution Program. They also recommended that we continue to use the school's Social Worker and Parent Out-Reach Specialist to make home visits so that we may bridge the gap between home and school.

Other Matters of Resource Allocation:

After reviewing the school budget, the EESAC recommended that available funds continue to be used to reduce class size, increase technology, and provide intervention for at- risk students.

Benchmarking:

The EESAC will assist the Curriculum Council in reviewing data gathered from ongoing assessments.

School Safety & Discipline:

Ideas were discussed on how we can reduce our outdoor suspension rate and curtail negative behaviors.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent