

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Santa Clara Elementary School (4841)

Feeder Pattern - Miami Jackson Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Marie Caceres

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Santa Clara Elementary, a Title I School in Miami Dade County, was established in 1925 and currently serves approximately 520 students in grades kindergarten through five, thirty self-contained exceptional education students, and an additional seventeen pre-kindergarten students. Our student to teacher ratio is 23:1. The student population is seventy-one percent Hispanic, twenty-seven percent Black, one percent white and one percent other. Twenty-eight percent of the students are Limited English Proficient (LEP) and enrolled in English for Speakers of Other Languages (ESOL) classes. There are 95 percent of students attending Santa Clara Elementary School on free or reduced price lunch. The student stability index was forty, and the student attendance was ninety-six percent during the 2006-2007 school years. The objectives identified for 2007-2008 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 fifty-eight percent of the students scoring Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black Students will improve their reading skills as evidenced by fifty-one percent of the Students scoring Achievement Level 3 of higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by fifty-one percent of the Students scoring Achievement Level 3 of higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students with Disabilities will improve their reading skills as evidenced by fifty-one percent of the Students scoring Achievement Level 3 of higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by fifty-eight percent of the students scoring Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black Students will improve their reading skills as evidenced by fifty-one percent of the Students scoring Achievement Level 3 of higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by fifty-one percent of the Students scoring Achievement Level 3 of higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students with Disabilities will improve their reading skills as evidenced by fifty-one percent of the Students scoring Achievement Level 3 of higher on the 2008 FCAT Reading 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 2008 FCAT Writing Plus Test as compared to the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grades five will improve their science skills as evidenced by fifty percent reaching the state required mastery level as documented by scores of the 2008 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 2007-2008 school year, as compared to the parental involvement rosters for the 2006-2007 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 2007-2008 on the Referral Action Report for all students.



School Improvement Plan 2007-2008



Given increased attention to the use of technology, 100 percent of the staff at Santa Clara Elementary will continue utilization of the electronic Grade book.

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 2007-2008 Presidential Physical Fitness Test, as compared to the 34 percent achieved on the 2007 fitness test.

Given the benefits of participating in enrichment activities, the number of offerings of Extended Day Enrichment Programs (School Improvement Zone Initiative), will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school years.

Santa Clara Elementary School will improve its ranking on the state of Florida ROI index publication from the 11th percentile in 2004 to the 15th percentile on the next publication of the index.

N/A

In addition to the SIP, the results of the 2007 Organizational Performance Improvement Snapshot survey will be utilized as a tool to accomplish the objectives set forth in the 2007-2008 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 (3) Customer and Market Focus. 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 2007-2008 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 being asked for their ideas and that they are not being recognized for their work. We will do a separate needs survey to address specifics in both of these areas.



School Improvement Plan 2007-2008



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.

4841 - 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



School Improvement Plan 2007-2008



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, a Title I School in Miami Dade County, was established in 1925 and currently serves approximately 564 students in grades kindergarten through five, thirty-six self-contained exceptional education students, and an additional seventeen pre-kindergarten students. Our student to teacher ratio is 18:1 in Grades K-3 and 22:1 in Grades 4-5. The student population is seventy-one percent Hispanic, twenty-seven percent Black, one percent white and one percent other. Twenty-eight percent of the students are Limited English Proficient (LEP) and enrolled in English for Speakers of Other Languages (ESOL) classes. There are 95 percent of students attending Santa Clara Elementary School on free or reduced price lunch. The student stability index was forty, and the student attendance was ninety-six percent during the 2006-2007 school years. The staff population is seventy-four percent Full-time and twenty-six percent Part-time. The Instructional staff is eighteen percent White, twenty-seven percent Black and fifty-three percent Hispanic. Sixty-six percent of our staff members hold a Bachelor's Degree, thirty percent hold a Master's Degree, 2 percent holds a Specialist Degree, and 2 percent hold a Doctoral Degree. The objectives identified for 2007-2008 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.



School Improvement Plan 2007-2008



School Foundation

Leadership:

Analysis of data obtained from the 2007-2008 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: Leadership 4.4; Customer and Market Focus 4.4; Measurement, Analysis, and Knowledge Management 4.4; Strategic Planning 4.2; Process Management 4.2; Business Results 4.2; Human Resource Focus 4.2.

One of the lowest scoring category was in the areas of Human Resource Focus 4.2(5e). To address this issue all staff members will be encouraged to participate in a survey to determine why safety is an issue. Another low scoring category was in the area of Business Results 4.2 (7c). To address this issue staff will have access to school budget reports (i.e. 02 Discretionary Funds, EESAC Funds) on an ongoing basis.

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.

SANTA CLARA ELEMENTARY- 4841

NAME	EMPLOYEE NUMBER	LOC	JOB POSITION	JOB ASSIGNMENT	DESCRIPTION	CERTIFICATION1	CERTIFICATION2	CERTIFICATION3	CERTIFICATION4	CERTIFICATION5	CERTIFICATION6	HQT/NHQT/NCS
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RITA L. PALACIOS	275989	4841	1010	1ST GRADE	ELEM ED SPANISH	HQT						
THAIS F. GIL	166443	4841	1007	BILINGUAL CURRICULUM	CON ELEM ED PSYCHOLOGY SPANISH ESOL	NCS						
FRANCINA B. SOREY	46654	4841	1030	3RD GRADE	ESOL PRIMARY ED MG ENGLISH	HQT						
MELISSA B. STFLEUR	199013	4841	1530	READING COACH	ELEM ED ESOL	NCS						
DARLA J. FRANKLIN	270132	4841	1000	KINDERGARTEN	TCHR ELEM ED ESOL	HQT						
ELIZABETH MARTIN	235963	4841	1006	ENGLISH SECOND LANGUAGE	ELEM ED ESOL	HQT						
KURT J. PEREZ	185121	4841	1006	ENGLISH SECOND LANGUAGE	ELEM ED COMPUTER SCIENCE ESOL	HQT						
REGINA C. GUTIERREZ	119723	4841	913	ESE-VARYING EXCEPTIONAL	MNTL HNDCP SPEC LEARN DISAB ESOL	HQT						
ROBERT BEAUTELUS	248276	4841	1040	4TH GRADE	ELEM ED	HQT						
BETH E. BROWN	275393	4841	1030	3RD GRADE	ELEM ED	HQT						
DEBORAH A. BELCHER	61249	4841	1528	PHYS EDUC K-8	PHYS ED P E K-8	NCS						
GENEVIEVE P. GOMEZ	201731	4841	915	ESE-EMOTIONALLY HAND	VARYING EX	HQT						
DINA DAMUS	265439	4841	1010	1ST GRADE	ELEM ED ESOL	HQT						
MARIA E. GOMEZ	147239	4841	1006	ENGLISH SECOND LANGUAGE	ELEM ED ESOL	HQT						



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MAX A. BORGHINI 225920 4841 1050 5TH GRADE ELEM ED ESOL HQT
 JUDITH V. SHIFRIN 119334 4841 1070 ART E CHILD ED ELEM ED GIFTED ART ESOL HQT
 WENDIE WILLIAMS 152125 4841 1395 ELEMENTARY COUNSELOR 10M ELEM ED PSYCHOLOGY ESOL GUIDANCE COUNSELOR NCS
 MONICA -. PALMA-LIMA 237472 4841 1030 3RD GRADE ELEM ED ESOL HQT
 MABEL GARCIA 251588 4841 1071 MUSIC MUSIC HQT
 LAURA J. COLON 272431 4841 1040 4TH GRADE ELEM ED ESOL HQT
 LAWANDA D. JENKINS 192581 4841 1030 3RD GRADE ELEM ED ESOL HQT
 EDMEE MEDINA 212692 4841 1000 KINDERGARTEN TCHR ELEM ED HQT
 MARILYN BAYONA 234734 4841 1040 4TH GRADE ELEM ED ESOL HQT
 SAMANTHA V. HABER 234240 4841 1301 MEDIA SPECIALIST ELEMENTA MEDIA SPEC NCS
 JUDY FLORES 254985 4841 1000 KINDERGARTEN TCHR PK/PRIMARY ESOL HQT
 ROLANDO R. RIVERO 249195 4841 1015 WORLD LANGUAGES-SPANISH SPANISH EXCEPTIONAL STUDENT EDUCATION ESOL HQT
 DEBBIE M. FERNANDEZ 240041 4841 1020 2ND GRADE ELEM ED ESOL ESOL HQT
 CARMEN A. ALFONSO 226201 4841 1525 PRE-K PK/PRIMARY HQT
 ROZINA C. ROBINSON 64067 4841 1010 1ST GRADE ELEM ED ESOL HQT
 JESSICA PORTELL 282711 4841 915 ESE-EMOTIONALLY HAND ESOL EXCEPTIONAL STUDENT EDUCATION HQT
 NIDIA I. MARTINEZ 248043 4841 1006 ENGLISH SECOND LANGUAGE ELEM ED ESOL HQT
 MERCEDES M. FERNANDEZ 254179 4841 1010 1ST GRADE ELEM ED ESOL HQT
 KYLIE T. FERGUSON 279271 4841 1050 5TH GRADE SOCIAL SCIENCE NHQT
 DARRIN K. MCMURRAY 211437 4841 914 ESE-SEVERELY EMOT DIST ELEM ED NHQT
 JEANIE HUNTER 67355 4841 1040 4TH GRADE ELEM ED ESOL HQT
 CARMEN M. MOFFETT 250464 4841 1000 KINDERGARTEN TCHR ELEM ED HQT
 LAURA M. GOMEZ 253923 4841 913 ESE-VARYING EXCEPTIONAL ELEM ED EXCEPTIONAL STUDENT EDUCATION HQT
 MAYDELIN CARRIEDO 206030 4841 915 ESE-EMOTIONALLY HAND VARYING EX HQT
 ABIGAIL J. HAWKER 279499 4841 1000 KINDERGARTEN TCHR ELEM ED HQT
 MARIA R. OROZCO 187381 4841 1050 5TH GRADE ELEM ED HQT
 JAMES C. VEBER 91319 4841 1040 4TH GRADE ELEM ED PSYCHOLOGY GIFTED HQT
 EDUARDO QUINTANA 200356 4841 1528 PHYS EDUC K-8 P E K-8 NCS
 LOURDES DE LA TORRE 165809 4841 1020 2ND GRADE ELEM ED ESOL HQT
 IRIS M. PORTILLO 253829 4841 1030 3RD GRADE ELEM ED HQT
 RAQUEL C. RICKS 168443 4841 1530 READING COACH ELEM ED ESOL NCS
 SYLVIA M. BOSTIC 184436 4841 1010 1ST GRADE ELEM ED HQT
 CAROL H. TURNER 224492 4841 1020 2ND GRADE ELEM ED ESOL HQT
 SERBIA ROSADO 127588 4841 1565 CURRIC SUPP SPEC ELEM ED HISTORY ESOL NCS
 ALEXANDRA M. CHACE 251067 4841 900 GIFTED-EXCEPTIONAL STUDEN ELEM ED ESOL NHQT

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.



School Improvement Plan 2007-2008



Performance Results:

According to the 2006-2007 School Accountability Report, fifty-eight percent of our students are reading at or above grade level and sixty-five percent of our students made a year's worth of progress in reading. Fifty-five percent of our struggling students (lowest twenty-five percent) made a year's worth of progress in reading. Fifty-two percent of our students are at or above grade level in mathematics. Seventy-five percent of our students made a year's worth of progress in mathematics. Eighty-seven percent of our students are meeting state standards in writing.

Schools Graded 'C' or Below

Professional Development:

We recognize that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop, and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers can select from various trainings on multiple intelligences, differentiated instruction, data analysis, and technology in the classroom, classroom management, reading, writing, grammar, science, and ESE.

Disaggregated Data :

In August, the school faculty participates in a school-wide data disaggregation activity (DART) as they review and analyze the 2007 FCAT demographic data results. As a part of our school improvement model, the Florida Continuous Improvement Model process (FCIM), subject/grade level teams discuss tri weekly the data results from benchmark mini assessments to determine student needs and instructional strategies and make any changes necessary to meet students needs. During the months of October, January, and May grade level teams meet to discuss data results from the district FCAT Practice assessment to make necessary changes to their instruction to meet individual student needs. Master schedules per grade level are also developed t meet the needs of our students.

Informal and Formal Assessments:

FCAT Assessments – March
District Practice FCAT – August, October, January, and May (to monitor progress)
FCIM Benchmark mini-assessments – ongoing
Classroom Assessments - ongoing

Alternative Instructional Delivery Methods :

One-on-one individual instruction
Small group instruction
Peer Tutoring
Differentiated inst ruction
Hands-on instructional activities
Computer Technology (i.e. SuccessMaker, Reading Plus, FCAT Explorer)
Saturday Academy Tutorials

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input type="checkbox"/>	Different Innovative Approaches to Instruction
<input type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input type="checkbox"/>	Small Learning Communities (SLC)
<input type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input type="checkbox"/>	Master Schedules Based on Student Needs
<input type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning

N/A

Reading Goal

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

Florida Education Priorities

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

Reading Statement

Students at Santa Clara Elementary will continue to improve their reading skills.

Needs Assessment

Scores indicate that fifty-six percent of students in Grades 3 through 5 scored Achievement Level 3 on the 2007 FCAT Reading test. In-depth analyses of each grade's performance showed that fifty-eight percent of students in grade 3 were working below grade level in reading. Third grade students were most successful with the cluster of Comparisons scoring an average of fifty-three percent, with all other clusters yielding an average performance of fifty-two percent. As a result fourth grade students will need consistent and intensive assistance in all of the content clusters. In grade 4, twenty-nine percent of students were working below grade level in reading. Fourth grade students were most successful with the Words/Phrases, scoring an average of sixty percent. Students scored fifty-six percent in Main Idea/Author's Purpose, fifty-three 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-eight percent of students were working below grade level in reading. Fifth grade students were most successful with the Reference/Research cluster, scoring an average of fifty percent. Students scored forty-three percent in Main Idea/Author's Purpose, and forty-four percent in Words/Phrases and forty-four in Comparisons. An analysis of the demographic report of student performance shows that fifty-seven percent of Black students scored below grade level, fifty-two percent of Economically disadvantaged students scored below grade level, and seventy-five percent of Students with Disabilities scored below grade level in reading performance indicating a need for improvement.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



School Improvement Plan 2007-2008



Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by fifty-eight percent of the students scoring Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black Students will improve their reading skills as evidenced by fifty-one percent of the Students scoring Achievement Level 3 of higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by fifty-one percent of the Students scoring Achievement Level 3 of higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students with Disabilities will improve their reading skills as evidenced by fifty-one percent of the Students scoring Achievement Level 3 of higher on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/07/2007	6/01/2008	Other/ Not Applicable	0
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	8/07/2007	6/01/2008	Other/ Not Applicable	0
Provide administration and teachers with professional development activities in analysis and data driven decision-making.	School Improvement Zone Professional Development, Administrators	8/07/2007	6/01/2008	Other/ Not Applicable	0
Conduct parent workshops to provide strategies to enable parents to help their children in grades Kindergarten through Five develop reading skills.	Reading Coach, Administrators	8/07/2007	6/01/2008	Other/ Not Applicable	0
Implement an uninterrupted daily 2 1/2 hour block 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.	Classroom Teachers, Administrators	8/07/2007	6/01/2008	Other/ Not Applicable	0
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.	Classroom Teachers, Administrators	8/07/2007	6/01/2008	Other/ Not Applicable	0
Focus on the cluster of Reference and Rsearch, Main Idea/Purpose and Comparisons in Grade Three; Reference/Research, Main Idea/Author's Purpose, and Comparisons in Grade Four; and Words and Phrases, Main Idea/Author's Purpose and Comparisons in Grade Five. We will follow the timeline identified in the Instructional Focus Calendar and the Scope and Sequence in Reading.	Classroom Teacher, Administrators	8/07/2007	6/01/2008	Other/ Not Applicable	0
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.	Classroom Teachers, Administrators	8/07/2007	6/01/2008	Other/ Not Applicable	0
Implement data driven instruction according to bi-weekly Benchmark Assessments and Interim Assessment results.	Classroom Teachers, Administrators	8/07/2007	6/01/2008	Other/ Not Applicable	0
Utilize computer assisted programs and monitoring systems in reading such as SuccessMaker, Accelerated Reader, and Reading Plus.	Administrators, Reading Coaches, Classroom Teachers	8/07/2007	6/07/2008	Other/ Not Applicable	585
Implement and monitor a before school tutorial program for third, fourth and fifth grade students to remediate deficiencies using Kaplan and FCAT Coaches.	Administrators, Reading Coach	8/07/2007	6/01/2008	Other/ Not Applicable	7300

Research-Based Programs

The research-based programs that will be used are Early Success, Soar to Success, SuccessMaker, Reading Plus, and Creating Independence through Student-owned Strategies (CRISS).

Professional Development



School Improvement Plan

2007-2008



Provide administration and teachers with professional development activities in analysis and data-driven decision-making, CRISS Training, Reading Plus Training, Guided Reading Training, CRP Training, 8-Step Continuous Improvement Model Training, Training for State-mandated Assessments (DIBELS and DAR), Reciprocal Teaching, 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.

Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport.

Provide on-going professional development that will enable school-site administrators to support the school-wide literacy plan.

Provide professional development on the 8-Step Continuous Improvement Model.

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in kindergarten through grade five in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

Provide professional development to instructional staff in reading's Big Five.

In order to evaluate the implementation of professional development, school-site reading resource personnel will visit selected classrooms.

Evaluation

FORMAL DATA (1) Results of the 2007 FCAT Reading Test (2) Interim Assessments-District approved (3) PACES evaluations, and (4) Staff Development Surveys.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

Students at Santa Clara Elementary will continue to improve their mathematics skills.

Needs Assessment

Scores indicate that fifty-six percent of students in Grades 3 through 5 scored Achievement Level 3 on the 2007 FCAT Reading test. In-depth analyses of each grade's performance showed that fifty-eight percent of students in grade 3 were working below grade level in reading. Third grade students were most successful with the cluster of Comparisons scoring an average of fifty-three percent, with all other clusters yielding an average performance of fifty-two percent. As a result fourth grade students will need consistent and intensive assistance in all of the content clusters. In grade 4, twenty-nine percent of students were working below grade level in reading. Fourth grade students were most successful with the Words/Phrases, scoring an average of sixty percent. Students scored fifty-six percent in Main Idea/Author's Purpose, fifty-three 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-eight percent of students were working below grade level in reading. Fifth grade students were most successful with the Reference/Research cluster, scoring an average of fifty percent. Students scored forty-three percent in Main Idea/Author's Purpose, and forty-four percent in Words/Phrases and forty-four in Comparisons. An analysis of the demographic report of student performance shows that fifty-seven percent of Black students scored below grade level, fifty-two percent of Economically disadvantaged students scored below grade level, and seventy-five percent of Students with Disabilities scored below grade level in reading performance indicating a need for improvement.

NCLB Subgroup Target

School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 fifty-eight percent of the students scoring Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black Students will improve their reading skills as evidenced by fifty-one percent of the Students scoring Achievement Level 3 of higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by fifty-one percent of the Students scoring Achievement Level 3 of higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students with Disabilities will improve their reading skills as evidenced by fifty-one percent of the Students scoring Achievement Level 3 of higher on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/07/2006	6/01/2007	Other/ Not Applicable	0
Implement and monitor a before school tutorial program for third, fourth and fifth grade students to remediate areas of deficiencies.	Administrators, Classroom Teacher	8/07/2006	6/01/2007	Other/ Not Applicable	0
Implement an uninterrupted daily 1 hour block in Mathematics for grades kindergarten through fifth.	Classroom Teacher, Administrators	8/07/2006	6/01/2007	Other/ Not Applicable	0
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	8/01/2006	6/01/2007	Other/ Not Applicable	0
Continue students' participation in the school and District Math Bowl to showcase their mathematics skills.	Mathematics Coach, Administrators	8/07/2006	6/01/2007	Other/ Not Applicable	0
Recognize students for improvement and successes in mathematics to encourage achievement of high standards.	Classroom Teacher, Mathematics Coach, Administrators	8/07/2006	6/01/2007	Other/ Not Applicable	0
Utilize computer-assisted programs and monitoring systems in mathematics such as SuccessMaker to increase student interest.	Administrators, Mathematics Coach, Classroom Teachers	8/07/2006	6/01/2007	Other/ Not Applicable	0
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	8/07/2006	6/01/2007	Other/ Not Applicable	0
Provide differentiated instruction to small groups and individual students which includes hands-on and manipulative instruction and CRISS strategies.	Classroom Teacher, Administrators	8/07/2006	6/01/2007	Other/ Not Applicable	0
Implement data driven instruction according to Bi-Weekly Benchmark Assessments and Interim Assessment results utilizing an Instructional Focus Calendar.	Classroom Teachers, Administrators	8/07/2006	6/01/2007	Other/ Not Applicable	0
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 Progress Monitoring Plan and implement tutorial programs during school hours to address the Mathematics deficiencies of students, using a diagnostic/prescriptive approach.	Administrators, Mathematics Coach	8/07/2006	6/01/2007	Other/ Not Applicable	0

Research-Based Programs



School Improvement Plan 2007-2008



The research-based programs that will be used are 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, Reading Plus Training, Guided Reading Training, CRP Training, 8-Step Continuous Improvement Model Training, Training for State-mandated Assessments (DIBELS and DAR), Reciprocal Teaching, 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 2008 FCAT Reading Test (2) Interim Assessments-District approved (3) PACES evaluations, and (4) Staff Development Surveys.

Writing Goal

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

Florida Education Priorities

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

Writing Statement

Students at Santa Clara Elementary School will continue to improve their Writing skills.

Needs Assessment

Scores indicate that 97 percent of students in grade 4 scored 3.5 or higher on the 2007 FCAT Writing Plus test, a 10 percentage points increase from the previous year's scores. Scores indicate that eighty-eight percent of students in grade 4 scored 3.5 or higher on the Narrative portion of the test, and eighty-one 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
<input checked="" 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 2008 FCAT Writing Plus Test as compared to the 2007 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Parental workshops that focus on strategies parents can use to help their child increase his or her writing skills.	Writing Coach, Administrators	8/07/2006	6/01/2007	Other/ Not Applicable	0
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	8/07/2006	6/01/2007	Other/ Not Applicable	0
Provide small group instruction to students making inadequate progress in writing as diagnosed based upon the bi-weekly and monthly writing prompts.	Classroom Teacher, Writing Coach, Administrators	8/07/2006	7/01/2007	Other/ Not Applicable	0
Develop and implement an Instructional Calendar with a focus on Writing Sunshine State Standards.	Administrators, Curriculum Council, Classroom Teachers	8/07/2006	6/01/2007	Other/ Not Applicable	0
Integrate CRISS strategies throughout the Writing Process.	Administrators, Writing Coach, Classroom Teachers	8/07/2006	6/01/2007	Other/ Not Applicable	0
Provide intensive group instruction in the writing lab to all fourth grade students to help enhance their writing skills	Writing Coach, Administrators	8/7/2006	6/1/2007	Other/ Not Applicable	0
Conduct monthly writing prompts in grades two through five as a means of monitoring and providing instruction to improve student writing.	Classroom Teachers, Administrators	8/07/2006	6/01/2007	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core writing program, intervention programs, and assessments used at the elementary school level as follows:

All teachers will receive training in the use and Implementation of the Teach Me Writing Program as an additional resource.

All teachers will attend district critical mass staff development that is specific to their assigned grade level. Beginning teachers and teachers new to the school will receive continuous monitoring. Professional development on Scoring the FCAT Writes Assessment.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Writing Plus Test. Bi-weekly Writing Prompts, Monthly Writing Prompts and District Pre/Post Assessments will be used to monitor progress towards the objective.

Science Goal

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

Florida Education Priorities

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

Science Statement

Students at Santa Clara Elementary will continue to improve their Science skills to meet state standards.

Needs Assessment

Scores indicate that twenty-five percent of students in grade 5 met high standards on the 2007 FCAT Science test. An analysis of the clusters indicates that students scored an average of fifty percent in Physical Science, thirty-six percent in Earth/Space, thirty-eight 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 to increase student achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades five will improve their science skills as evidenced by fifty percent reaching the state required mastery level as documented by scores of the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/07/2006	6/01/2007	Other/ Not Applicable	0
Increase the usage of the Internet to reinforce the Sunshine State Standards in Science.	Administrators Classroom Teacher	8/07/2006	6/01/2007	Other/ Not Applicable	0
Utilize computer research-based program, SuccessMaker, to enhance students' skills in Science.	Administrators Classroom Teacher	8/07/2006	6/01/2007	Other/ Not Applicable	0
Integrate CRISS strategies throughout science instruction.	Administrators, Classroom Teacher	8/07/2006	6/01/2007	Other/ Not Applicable	0
Acquire additional teaching strategies that will reinforce the areas of weakness evidenced in the analysis of the 2006 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	8/07/2006	6/01/2007	Other/ Not Applicable	0
Engage students in research projects and reading related to current science events in today's society during their science instructional block Using FCAT Dalies and other science resources.	Administrators Classroom Teacher, Science Coach	8/07/2006	6/01/2007	Other/ Not Applicable	5770
Utilize the district developed science pacing guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades kindergarten through fifth.	Administrators Classroom Teacher, Science Coach	8/07/2006	6/01/2007	Other/ Not Applicable	0
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the Scientific Method for students in grades Kindergarten through fifth.	Administrators Classroom Teacher, Science Coach	8/07/2006	6/01/2007	Other/ Not Applicable	0
Provide parental workshop that focus on strategies parents can use to help their child increase his or her science ability and skills.	Administrators Science Coach	8/07/2006	6/01/2007	Other/ Not Applicable	0

Research-Based Programs

The research-based program is SuccessMaker.
Supplemental Program: Foss Kits, SECME, and P-Sell

Professional Development

All teachers will attend district critical mass staff development that is specific to their assigned grade level. Beginning teachers and teachers new to the school will receive continuous mentoring. CRISS (Creating Independence through Student-owned Strategies) and SMILE (Science and Math Integrated with Literary Experiences) Training for beginning teachers, teachers new to the school and/or those who have not received the training. Training on properly implementing an inquiry-based science program and using Science Process skills

Evaluation

Scores on the 2008 FCAT Science test will be used to evaluate this objective. In addition, School Improvement Zone Pre/Post Tests and Monthly Assessments will be utilized to monitor progress and drive instruction.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement 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 2006-2007 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 2007-2008 school year, as compared to the parental involvement rosters for the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Title I Parent Contract and the Santa Clara Elementary Parent Handbook to identify parents and family roles within the school.	Administrators	8/07/2006	6/01/2007	Other/ Not Applicable	0
Recognize students for improvement and successes in Reading, Mathematics and Writing through awards presentations.	Administrators, Classroom Teacher	8/07/2006	6/01/2007	Other/ Not Applicable	0
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.	Administrators Community Involvement Specialist, School Social Worker	8/07/2006	6/01/2007	Other/ Not Applicable	0
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)	8/07/2006	6/01/2007	Other/ Not Applicable	0
Send all written notifications, such as meetings and parent workshops, to parents in their home language.	Administrators, Community Involvement specialist	8/07/2006	6/01/2007	Other/ Not Applicable	0
Disseminate the District's Code of Student Conduct for Elementary students to all families of Santa Clara Elementary School.	Administrators	8/07/2006	6/01/2007	Other/ Not Applicable	0
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	8/07/2006	6/01/2007	Other/ Not Applicable	0
Actively involve the business community in supporting on-going activities at the school.	Administrators Community Involvement Specialist, Administration, Counselor	8/07/2006	6/01/2007	Other/ Not Applicable	0
Provide workshops for parents related to the teaching of reading, writing, mathematics, and science to empower them with the skills needed to assist their child in achieving academic success.	Administrators Reading Coach, Writing Coach, Mathematics Coach, Science Coach	8/07/2006	6/01/2007	Other/ Not Applicable	0
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	8/07/2006	6/01/2007	Other/ Not Applicable	0

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 in-services. Trainings and/or workshops will be provided for teachers and parents to facilitate familiarity with the instructional program and PTSA activities. Participation in the Parent Academy will be explained and encouraged.



School Improvement Plan 2007-2008



Evaluation

Parental involvement will show a 5 percent increase above the 2006-2007 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.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety 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 2006-2007 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 2007-2008 on the Referral Action Report for all students.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue with the established incentive/rewards program to reinforce positive behavior.	Administrators, Classroom Teacher	8/07/2006	6/01/2007	Other/ Not Applicable	2000
Utilize school social worker as "liaison" to facilitate communication between the school and the parents, including home visits.	Administrators, Classroom Teacher, Social Worker	8/07/2006	6/01/2007	Other/ Not Applicable	0
Reinforce school-wide policies and procedures and respect for authority.	Administrators	8/07/2006	6/01/2007	Other/ Not Applicable	0
Continue to implement the "Do the Right Thing" Program and the Character Education Curriculum provided by the District.	Administrators, Student Services, Counselor	8/07/2006	6/01/2007	Other/ Not Applicable	0
Send written communication to parents to distribute information on Code of Student Conduct, Parent Resource Center, and other pertinent information.	Administrators	8/07/2006	6/01/2007	Other/ Not Applicable	0

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.

Technology Goal

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

Florida Education Priorities

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

Technology Statement

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

Needs Assessment

There is a need for a specific, customized Technology Plan to meet the needs of Santa Clara Elementary School and a need for training of new teachers who are accessing and utilizing technology at the site. Additionally, there is a need to train staff in the use of new technologies (Electronic Grade Book Review and successMaker Up-upgrades) in order to improve and enhance parental access to their student's individual grades and academic information.

Measurable Objective

Given increased attention to the use of technology, 100 percent of the staff at Santa Clara Elementary will continue utilization of the electronic Grade book.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase staff usage of district's electronic grade book from sixty percent to one hundred percent.	Administrators, Curriculum Council	8/07/2006	6/01/2007	Other/ Not Applicable	0
Monitor computer generated reports for the electronic Grade Book.	Administrators, Technology Facilitator, Curriculum Council	8/07/2006	6/01/2007	Other/ Not Applicable	0
Train teachers in the implementation of the district's electronic grade book.	Administrators, Technology Facilitator, Curriculum Council	8/07/2006	6/01/20067	Other/ Not Applicable	0
Train parents in accessing and interpreting data as it pertains to their child of the district's electronic grade book.	Administrators, Technology Facilitator, Curriculum Council	8/07/2006	6/01/2007	Other/ Not Applicable	0

Research-Based Programs

National Educational Technology Standards (NETS-S).

Professional Development

Provide training in the following: Excelsior Grade Book and SuccessMaker Up-grades.

Evaluation

Monitor all reports which indicate Parental usage and electronic hits during the 2008 school year.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness 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 2006-2007 FITNESSGRAM, 34 percent of students receiving silver or gold awards. 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 2007-2008 Presidential Physical Fitness Test, as compared to the 34 percent achieved on the 2007 fitness test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	Other/ Not Applicable	0
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	Other/ Not Applicable	0
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	Other/ Not Applicable	0

Research-Based Programs

2007-2008 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 receiving silver or gold awards on the 2007-2008 FITNESSGRAM.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas 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 2006-2007 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 offerings of Extended Day Enrichment Programs (School Improvement Zone Initiative), will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/07/2006	6/01/2007	Other/ Not Applicable	0
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	8/07/2006	6/01/2007	Other/ Not Applicable	0
Use Media Center to research, develop, and present a multicultural event and/or project.	Administrators, Art Department, Music Department, Media Specialist	8/07/2006	6/01/2007	Other/ Not Applicable	0
Increase membership in student clubs or enrichment programs.	Administrators, Classroom Teachers, Activities Director	8/07/2006	6/01/2007	Other/ Not Applicable	0
Bring in speakers to expose students to their cultural heritage while enhancing their community awareness.	Administrators, Classroom Teachers, Activities Director	8/07/2006	6/01/2007	Other/ Not Applicable	0
Participate in field trips that expose students to their cultural heritage while enhancing their community awareness.	Administrators, Classroom Teachers, Activities Director	8/07/2006	6/01/2007	Other/ Not Applicable	0

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 2007-2008 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment 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 2004, Santa Clara Elementary ranked at the 11th 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 11th percentile in 2004 to the 15th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to provide tutorial and enrichment programs before and after school and on Saturdays (Saturday Academy).	Administrators	8/07/2006	6/01/2007	Other/ Not Applicable	0
Continue grant writing efforts in order to explore and secure available grants to enhance the instructional program.	Administrators	8/07/2007	6/01/2008	Other/ Not Applicable	0
Collaborate with the District/Zone on resource allocations.	Administrators	8/07/2007	6/01/2008	Other/ Not Applicable	0
Use student performance data to influence decision-making.	Administrators, Curriculum Council	8/07/2007	6/01/2008	Other/ Not Applicable	0
Use data to target specific areas for improvement and earmark funds to assist the instructional program.	Administrators	8/07/2007	6/01/2008	Other/ Not Applicable	0

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.

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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

Graduation (High Schools Only) Statement

N/a

Needs Assessment

N/A

Measurable Objective

N/A

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

N/A

Professional Development

N/A

Evaluation

N/A

Other Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

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 Vocabulary supplemental materials to enhance The Reading and Writing Curriculum and Science supplemental materials 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 to replace any non-working equipment to ensure that our students are immersed in state of the art technology.

Staffing:

The EESAC recommended that we continue to use any available funds to hire paraprofessionals, when possible, and to provide students with morning tutorials 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. It is recommended that teachers continue parental contact and involvement via Parent/Teacher conferences, phone calls home and written communication. 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, provide intervention for at-risk students and provide incentives for continued student success and achievements.

Benchmarking:

The EESAC will assist the Leadership/LiteracyTeam in reviewing data gathered from ongoing assessments.



School Improvement Plan 2007-2008



School Safety & Discipline:

Ideas that were discussed and adopted on how we could reduce our outdoor suspension rate and curtail negative behaviors are currently being implemented.

Implementation of these ideas are on-going.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	7885
Mathematics	0
Writing	0
Science	5770
Parental Involvement	0
Discipline & Safety	2000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	15655



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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