

Santa Clara Elementary School



2017-18 Schoolwide Improvement Plan

Santa Clara Elementary School

1051 NW 29TH TER, Miami, FL 33127

<http://santaclara.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Santa Clara Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Santa Clara Elementary School's mission is to work collaboratively with all stakeholders to provide a high-quality education by maximizing the effectiveness of classroom teaching and learning experiences.

b. Provide the school's vision statement.

Our vision for Santa Clara Elementary School is to create a diverse culture where students come first, and all children can learn and thrive in a safe, encouraging, and motivating educational environment.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Through implementation and coordination of parental involvement and the school counselor, Train the Trainer program, and in conjunction with the Director of Parent and Community Outreach, Parent Liaisons, and School Leaders will provide Cultural Sensitivity training for all Santa Clara Elementary school faculty and staff during faculty meetings and ongoing throughout the school year. Teachers are also encouraged to utilize student interest surveys, student conferences, and maintain ongoing contact with parents and/or guardians (ConnectED, flyers, letters, phone calls, Parent conferences, etc.)

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Santa Clara Elementary has established a routine where students are to be dropped off and picked up at specific designated areas. Upon entering the school grounds students are to report to the Cafeteria for breakfast and upon completion report to the designated area for Pre-K - 2nd Grade and 3rd-5th Grade(outside their classrooms), which is monitored by school personnel and school student patrols until admitted into their homeroom class in the morning or parents/bus in the afternoon. Santa Clara also has a School-wide Behavioral Plan in place as well a strict "No Bullying" policy and we will also be implementing the Values Matter Miami initiative which focus on specific character traits (Respect, Responsibility, Citizenship, Fairness, Pursuit of Excellence, Kindness, Cooperation, Honesty, and Integrity) which is enforced as per the Student Code of Conduct policy and procedures.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Santa Clara Elementary has a schoolwide Behavioral Plan, and a Crisis Intervention Plan for our ESE/EBD population in place as well a strict "No Bullying" policy which is enforced as per the Student Code of Conduct policies and procedures.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Santa Clara Elementary has a school counselor who provides services to all students in grades Pre K-5. They receive group and individual services based on student needs. Emphasis is placed on attendance, collaboration among students, character education, Values Matter Miami Initiative, anti-bullying, peer mediation, and school safety.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Students at Santa Clara Elementary are considered at risk if the following criterias are evident, thus triggering our early warning system. That system consist of parental contact by teachers and/or Administration, scams being written, appropriate Interventions procedures being followed, and referral for Rtl:

- Level 1 in Reading
- Level 1 in Mathematics
- Course failures in Reading
- Course failure in Mathematics
- Excessive absences (18 or more days)

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	12	5	13	13	17	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	2	12	13	25	41	36	0	0	0	0	0	0	0	129

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	13	15	8	40	33	0	0	0	0	0	0	0	116

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Santa Clara Elementary has a system in place that consists of parental contact by teachers, the counselor, and/or Administration, written scams after three or more absences or tardies, appropriate Interventions procedures being followed, and referral for Rtl.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parents are invited and encouraged to join EESAC and the PTA, as well participate in a variety of Parent PD's, training, etc, offered through Student Services. Parent night activities will also be offered (i.e. Reading, Math, Writing, and Science Workshops).

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Santa Clara Elementary's schools Administration and staff will reach out to community-based organizations and businesses, including faith-based organizations, to disseminate information of the Title I Program; thus increasing communication to parents through the support of the community. Our Administrators and School Counselor extend open invitations to Open House, Faculty Meetings, PTA, and EESAC Meetings.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ancheta, Ramses	Principal
Ferguson, Rameisha	Assistant Principal
Martinez, Nidia	Instructional Coach
Williams, Wendie	School Counselor
Franklin, Darla	Other
Odio, Maydelin	Other
Prada, Mercedes	Instructional Coach
Fernandez, Mercedes	Teacher, K-12
St Fleur, Melissa	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Santa Clara's Leadership Team is comprised of Administration: Mr. Stephen Papp, (StephenPapp@dadeschools.net) Principal; Dr. Rameisha Ferguson (rferguso@dadeschools.net), Assistant Principal; Mercedes Prada (mercedesprada@dadeschools.net) Reading Instructional

Coach; Nidia Martinez (nmartinez@dadeschools.net) Mathematics Instructional Coach; Darla Franklin (franklin@dadeschools.net) ESOL Chair; Maydelin Odio (mcarriedo@dadeschools.net) SPED/ESE Chair; Grade Level Chairs (Adjusted annually), Wendie Williams (wwilli@dadeschools.net) School Counselor; Melissa St Fleur (mstfleur@dadeschools.net) Media Specialist; Alicia Nunez-Valdes (anunezvaldes@dadeschools.net) School Social Worker; These individuals are the key to the school's success and the liaisons between the school, parents and the community. The purpose of Santa Clara's Literacy Leadership Team is to create capacity for the effective teaching of the core curriculum within the school and focus on areas of literacy concerns throughout the school.

The SLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

MTSS/RtI is an extension of Santa Clara Elementary Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources
- Teacher(s) and the Reading Coach will extend and report on meeting the goals of the leadership team at

grade level, subject area, and intervention groups meeting to problem solve

Team members will meet to review, consensus, infrastructure, and implementation of building level programs and curriculum

2. The school's Leadership Team will include additional personnel as resources to the team, based on

specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists/Grade Level Chairs
- Special education personnel
- School guidance counselor
- ESOL chairperson
- School psychologist
- School social worker
- Member of advisory group (SAC/EESAC)

3. Community stakeholders RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
- There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The Rtl four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Title I, Part A

Santa Clara Elementary provides services to ensure students requiring additional remediation are assisted

through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or

summer school). The district coordinates with Title II and Title III in ensuring staff development needs are

provided. Support services are provided to the school's students and families. School-based, Title I funded

Community Involvement Specialists (CIS), serve as a bridge between the home and school through home

visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and

activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at Santa Clara Elementary School.

Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessments and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year.

The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Santa Clara provides services and support to migrant students and parents. The District Migrant liaison

coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant

students to ensure that the unique needs of migrant students are met. Students are also provided

extended

learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

Santa Clara, via the District, receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

Santa Clara, via the District, uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

• Title III funds are used to supplement and enhance Santa Clara's programs for English Language Learners

(ELL) and recently arrived immigrant children and youths by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials (K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in

reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to

be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students.

The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Families in Transition

Families in Transition Assistance

- The School Board of Miami-Dade County approved School Board Policy 5111.01 titled, Homeless Students.

The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services

they are entitled to.

- Santa Clara Elementary and The Families in Transition Assistance Program seek to ensure a successful educational experience for homeless children by collaborating with parents, other schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Families inTransition Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Families inTransition Assistance Act-ensuring Families inTransition children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Families inTransition Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Each school will identify a school based Families inTransition coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the Families inTransition students.

Supplemental Academic Instruction (SAI)

Santa Clara will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Santa Clara utilizes the following Violence Prevention Programs:

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
- A Bullying curriculum is implemented by our school site Counselor.

Nutrition Programs

1. Santa Clara adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Santa Clara Elementary is one of the Head Start sites. Joint activities, including Professional Development and transition processes (distribution of flyers to community Head Start programs, Kindergarten orientation program for parents, and school tour of kindergarten classes for parents) are shared. Through affiliating agreements, the Summer VPK program is provided at selected Head Start sites.

Adult Education - N/A

Career and Technical Education - N/A

Job Training - N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Mr. Stephen Papp	Principal
Melissa B. St Fleur (EESAC Chairperson)	Teacher
Debbie Belcher (UTD)	Teacher
Betty Chappel	Teacher
Wendie Williams	Teacher
Angie Cooper	Parent
Willie Mae McDaniels	Parent
Rosita Aldarondo	Parent
William Reich	Business/Community
Arminda Plasencia	Business/Community
Kylie Ferguson	Parent
Hara Frankel	Business/Community
Debbie Fernandez	Teacher
Nida Martinez	Teacher
Barbara Gonzalez	Parent
Victoria Alba	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC (EESAC) committee utilized the schools 2016-2017 i-Ready, SAT-10, FSA and FSA Science Assessment scores to determine the effectiveness of the 2017-2018 School Improvement Plan in order to develop a meaningful and effective 2017-2018 Action Plan to drive instruction for Santa Clara Elementary. This process involved identifying problems, and establishing a goal, analyzing data to determine the root causes of undesirable outcomes, identifying barriers and resources in addressing the goal and identifying strategies that will reduce or eliminate targeted barriers.

b. Development of this school improvement plan

Santa Clara Elementary SAC is the vehicle used to develop, implement, and monitor our School Improvement Plan (SIP), as well provide a venue for parent participation in their child's educational process. Parent input is provided through participation in the quarterly meetings (as per bylaws) and survey participation(i.e., School Climate Survey)

c. Preparation of the school's annual budget and plan

The SAC committee utilized the data from the 2017 i-Ready (Reading and Math), SAT-10, FSA and FSA Science Assessment to determine the effectiveness of the 2016-2017 School Improvement Plan do drive the decision making process for the 2017-2018 School Improvement Plan and use of the EESAC Budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Student incentives for improved attendance and academic progress in grades Pre-K through Fifth (\$1,200.00).

Parent/Student Code of Conduct (Grades K-5) printing to impact attendance (\$100.00).
Resource Materials (Pre-K through Fifth), copy paper for parent communications, notifications, and home learning; incentives for parent involvement (\$1,120.00).

End-of-Year Awards Programs, 2016-2017 (\$400.00)

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ancheta, Ramses	Principal
Prada, Mercedes	Instructional Coach
Franklin, Darla	Other
Odio, Maydelin	Other
Williams, Wendie	School Counselor
St Fleur, Melissa	SAC Member
Ferguson, Rameisha	Assistant Principal
Martinez, Nidia	Instructional Coach
Fernandez, Mercedes	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT this year:

- Utilize the i-Ready Progress Monitoring to appropriately differentiate instruction.
- Increase instructional time and minimize classroom interruptions by redesigning the Master Schedule.
- Implement Wonder Works and Saxon interventions/Supplemental (Imagine Learning, Waterford, MyOn, iReady Reading and Mathematics) with fidelity for all students.
- Build capacity to utilize data to differentiate instruction.
- Provide targeted intervention for tiered students (Levels 1, 2 and 3).
- Infuse Florida Standards to enhance and supplement instruction as well as to build academic rigor across all grade levels
- Provide activities based upon the Depth of Knowledge Levels to increase rigor.
- Target and increase achievement of the lowest 25%, ESE, and ESOL students.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Faculty and Staff at Santa Clara Elementary utilize Professional Learning Community strategies and/or protocols during Grade Level and Common Planning to facilitate effective planning, implementation of the District's Pacing Guide, and to address the Florida Standards to better meet the instructional needs of our students.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The Administrators at Santa Clara Elementary work from the Employee and Surplus Employee listing, qualified individuals are contacted, and interviews are scheduled. If no candidates are identified, then position(s) for highly Qualified instructional personnel are posted, Letters of Introduction, Resumes, and required proof of certification are excepted, interviews are conducted, and candidates are provided with a tour of the facilities. Upon hire all candidates are introduced to the staff and provided with a mentor and all required professional development(s).

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Based on i-READY (Reading and Math), Florida Standard Assessments, SAT-10, FCAT 2.0 Science data/results, teacher expertise and leadership skills, mentors will 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. They will provided assistance during weekly grade level meetings; Professional Development (In-house and New Teacher PD), lesson demonstrations, PLC's, Lesson Study guidance and collaborative planning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Admininstration, Instructional Coaches and/or the Leadership Team meet with all classroom and special area teachers during Grade Level Meetings, Common Planning, Data Chats, and Faculty Meetings to discuss student progress and outcomes. Administration also conduct walkthroughs and observations to ensure that the District's Pacing Guide is being implemented and followed with fidelity as they are aligned with the Florida Standards. Education Transformation Office (ETO) CSS visits occurs weekly to provide support to all core teachers and support staff.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Santa Clara Elementary has an additional hour of Intervention and use i-Ready data (Reading and Mathematics), MyOn, Saxon, and Wonder Works Intervention as the primary source for

differentiation. Waterford, Reflex Math, and Gizmos are the means used to further differentiate and/or supplement instruction. Before/After school tutoring and Saturday Academy are also offered to students based on their instructional needs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 2,160

Santa Clara will implement targeted tutorials on Saturdays (Saturday School Academy), beginning in January, 2017 and ending in March, 2017 based on disaggregated data. All students, including English Language Learners and SPED students will be given a pre-test to further ensure proper placement for optimum learning.

Strategy Rationale

To ensure students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional tutorial lessons and activities.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Ferguson, Rameisha, rferguso@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

All students participating in Saturday School Academy targeted tutorial program will be administered a post-test. Tutorial facilitators will administer mini assessments after each lesson taught; maintain attendance records; and reports from Wonder Works and i-Ready Computer-based program per session.

Strategy: Extended School Day

Minutes added to school year: 10,800

Santa Clara will have an extended school day until 3:05 for Grades K-1 and 4:05 Grades 2-5 due to our ETO status (Florida Lowest 300). Santa Clara will also implement targeted tutorials before school, after school and on Saturdays (Saturday School Academy) based on disaggregated data. All students, including English Language Learners and SPED students will be given a pre-test to further ensure proper placement for optimum learning.

Strategy Rationale

To ensure students will experience and master course content and skills, as a result of rigorous, purposeful, differentiated and engaging instructional tutorial lessons and activities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Ferguson, Rameisha, rferguso@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

All students participating in our before school, after school and Saturday School Academy targeted tutorial program will be administered a post-test. Tutorial facilitators will administer mini assessments after each lesson taught; maintain attendance records; and reports from Wonder Works and i-Ready per session.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Santa Clara Elementary hosted a Pre-kindergarten Transition Orientation meeting on May 6, 2016. The meeting addressed the performance expectations, school rules and strategies for preparing students to smoothly and successfully transition into the VPK Program. Some of the strategies included:

- Provided an overview of the VPK Program
- Reviewed the High Scope Curriculum and the Houghton Mifflin Reading Program
- Encouraged enrichment at home such as educational computer programs
- Provided an outline of the assessment tools used for monitoring student progress and growth
- Reviewed the attendance policy
- Distribution of material/supply list
- Parents received a countdown to Pre-kindergarten packet: Parenting Academically Successful Students

(PASS)

- Parents were provided with a Summer Focus Calendar
- Parents were apprised of the daily routine and schedule
- VPK classroom visitation

Opening of School Orientation (Pre-K thru 5th Grade)

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas, then student achievement will improve. 1a

G096999

Targets Supported 1b

Indicator	Annual Target
AMO Math - ELL	

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective explicit differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA: Promethean Boards, Smart Boards, Instructional Coaches, multiple computer based instructional programs (i.e. i-Ready, MyOn, Imagine Learning, Waterford, myON Reader), standard-based planning cards, collaborative planning, before and/or after school tutoring and Saturday Academy.
- Math: i-Ready, Reflex Math, Think Central, standard-based planning cards, Promethean Boards, Smart Boards, Instructional Coaches, collaborative planning, before and/or after school tutoring.
- Science: Discovery Learning, Brainpop, Lab Kits, District science instructional resources, J&J Bootcamp, StudyJams, Science Fusion, and Saturday Academy
- Social Science: Time for Kids; 15 minute mini lessons pursuant to the District Social Science Pacing Guide
- Technology: Promethean Boards, Smart Boards, iPads (2), Mobile Laptop carts (3), Computer Labs (3)

Plan to Monitor Progress Toward G1. 8

Dissaggregate and analyze student assessment data, both formal and informal (weekly or bi-weekly assessments, classroom walkthroughs, weekly Grade Level and/or Common Planning meetings.

Person Responsible

Ramses Ancheta

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

i-Ready Data, Unit Assessments, Science Baseline Assessments, Reading E-Assessments (McGraw-Hill), Writing Pre-Test Mathematics Topic Assessments, and Florida Standards Assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. If core instruction is increased in all content areas, then student achievement will improve. 1

 G096999

G1.B1 Limited evidence of effective explicit differentiated instruction. 2

 B260952

G1.B1.S1 Provide teachers with monthly in-house, job-embedded professional development that targets teacher and student needs. 4

 S276315

Strategy Rationale

Teachers will be able to share best practices and further enhance and positively impact student learning, thus increasing student proficiency and learning gains.

Action Step 1 5

Teachers will be provided with monthly in-house, job-embedded professional development that targets teacher and student needs.

Person Responsible

Ramses Ancheta

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Agendas and Sign-in sheets.

Action Step 2 5

Instructional Coaches will conduct weekly common planning meetings.

Person Responsible

Nidia Martinez

Schedule

On 6/8/2018

Evidence of Completion

Common Planning Agendas and sign-in sheets.

Action Step 3 5

Opening of School Meeting/Orientations

Person Responsible

Rameisha Ferguson

Schedule

On 8/18/2017

Evidence of Completion

Opening of School Meeting Sign-in sheet and Agenda

Action Step 4 5

Monthly Faculty Meetings

Person Responsible

Ramses Ancheta

Schedule

On 6/8/2018

Evidence of Completion

Meeting Agendas and Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration and Instructional Coaches will conduct classroom walk throughs, monitoring for indicators that professional development strategies are being effectively implemented.

Person Responsible

Rameisha Ferguson

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Agendas, sign-in sheets, and observation checklists.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Instructional coaches will conduct common planning meetings, grade level meetings, and data chats.

Person Responsible

Mercedes Prada

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Minutes, Agendas and sign-in Sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M400282	Dissaggregate and analyze student assessment data, both formal and informal (weekly or bi-weekly...	Ancheta, Ramses	8/22/2016	i-Ready Data, Unit Assessments, Science Baseline Assessments, Reading E-Assessments (McGraw-Hill), Writing Pre-Test Mathematics Topic Assessments, and Florida Standards Assessments.	6/8/2017 weekly
G1.B1.S1.A3 A372119	Opening of School Meeting/Orientations	Ferguson, Rameisha	8/18/2017	Opening of School Meeting Sign-in sheet and Agenda	8/18/2017 one-time
G1.B1.S1.MA1 M400276	Instructional coaches will conduct common planning meetings, grade level meetings, and data chats.	Prada, Mercedes	8/21/2017	Minutes, Agendas and sign-in Sheets	6/8/2018 weekly
G1.B1.S1.MA1 M400277	Administration and Instructional Coaches will conduct classroom walk throughs, monitoring for...	Ferguson, Rameisha	8/21/2017	Agendas, sign-in sheets, and observation checklists.	6/8/2018 monthly
G1.B1.S1.A1 A372117	Teachers will be provided with monthly in-house, job-embedded professional development that targets...	Ancheta, Ramses	8/21/2017	Agendas and Sign-in sheets.	6/8/2018 monthly
G1.B1.S1.A2 A372118	Instructional Coaches will conduct weekly common planning meetings.	Martinez, Nidia	8/21/2017	Common Planning Agendas and sign-in sheets.	6/8/2018 one-time
G1.B1.S1.A4 A372120	Monthly Faculty Meetings	Ancheta, Ramses	8/21/2017	Meeting Agendas and Sign-in Sheets	6/8/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Limited evidence of effective explicit differentiated instruction.

G1.B1.S1 Provide teachers with monthly in-house, job-embedded professional development that targets teacher and student needs.

PD Opportunity 1

Teachers will be provided with monthly in-house, job-embedded professional development that targets teacher and student needs.

Facilitator

Mercedes Prada, Instructional Literacy Coach; Nidia Martinez, Instructional Math Coach

Participants

All Classroom Teachers

Schedule

Monthly, from 8/21/2017 to 6/8/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will be provided with monthly in-house, job-embedded professional development that targets teacher and student needs.	\$0.00
2	G1.B1.S1.A2	Instructional Coaches will conduct weekly common planning meetings.	\$0.00
3	G1.B1.S1.A3	Opening of School Meeting/Orientations	\$0.00
4	G1.B1.S1.A4	Monthly Faculty Meetings	\$0.00
Total:			\$0.00