2013-2014 SCHOOL IMPROVEMENT PLAN

Santa Clara Elementary School

1051 NW 29TH TER

Miami, FL 33127

305-635-1417

http://santaclara.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	98%

Alternative/ESE Center	Charter School	Minority Rate
No	No	100%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	C	B

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  ◦ Year 1 – declined to D, or first-time graded schools receiving a D
  ◦ Year 2 – second consecutive D, or F followed by a D
  ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  ◦ Year 1 – declined to F, or first-time graded schools receiving an F
  ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Santa Clara Elementary School

Principal

Melanie K. Fox

School Advisory Council chair

Melissa B. St Fleur

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Melanie K. Fox	Principal
Dr. Rameisha Ferguson	Assistant Principal
Carmen Moffett	Instructional Reading Coach
Darla Franklin	ESOL Chairperson
Maydelin Carriedo	SPED/ESE Chairperson
Wendie Williams	School Counselor
Martha Berrinuevo	School Social Worker
Sopheap Chinn	PK,K Grade Level Chairperson
Dina Damus	1st Grade Level Chairperson
Sandra Andrews	2nd Grade Level Chairperson
Nidia Martinez	3rd Grade Level Chairperson
Lawanda Jenkins	4th Grade Level Chairperson
Laura Mahoney	5th Grade Level Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Santa Clara Elementary SAC includes the following positions followed by the number of people in that position : Principal -1, UTD Steward – 1, Parents – 5, Teachers –5, Educational Support -1, Student – 1,

BCR – 3, Alternate Teacher – 1, Alternate Parent – 1, Alternate Educational Support – 1, and Alternate Student – 1,

Involvement of the SAC in the development of the SIP

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)

Activities of the SAC for the upcoming school year

• Develop, Implement, Monitor 2012-2013 School Improvement Plan (SIP)
• Monitor student progress and provide resource materials (Grade Pre-K through Fifth)
• Provide a venue for parents to increase their participation in their child's education
• Provide student incentives for improved attendance and academic progress.
• Contribute to the End–of-Year Awards Programs, 2012-2013.

Projected use of school improvement funds, including the amount allocated to 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 and decrease the number of Suspensions ($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, 2013-2014 ($400.00)
(SEE ATTENDANCE GOAL)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Melanie K. Fox		
Principal	Years as Administrator: 30	Years at Current School: 3

Credentials	Bachelors of Science: Special Education Florida International University Masters of Science: Special Education Florida International University Educational Specialist Degree: Educational Leadership Nova Southeastern University Doctorate of Education: Educational Leadership Nova Southeastern University Certification(s): School Principal, K-12 Emotionally Handicapped K-12 Mentally Handicapped K-12
Performance Record	'13 '12 '11 '10 '09 School Grade: C C B B A High Standards Rdg: 34 37 64 63 69 High Standards Math: 46 43 75 67 71 Lrng Gains -Rdg: 62 59 59 60 66 Lrng Gains-Math: 79 51 67 55 66 Gains-Rdg-25%: 64 52 59 48 65 Gains-Math-25%: 80 67 73 68 77 Rdg. AMO: N N N Y Y Math. AMO: N N N Y N

Rameisha Ferguson		
Asst Principal	Years as Administrator: 9	Years at Current School: 8

Credentials	Bachelors of Science: Public Management, Florida Agricultural Mechanical University Masters of Science: Public Administration, Florida State University Educational Specialist Degree: Educational Leadership Nova Southeastern University Doctorate of Education: Organizational Leadership, Nova Southeastern University Certification(s): Social Sciences (Middle Grades 5-9), Educational Leadership (All Levels)
Performance Record	'13 '12 '11 '10 '09 School Grade: C C B B A High Standards Rdg: 34 37 64 63 69 High Standards Math: 46 43 75 67 71 Lrng Gains -Rdg: 62 59 59 60 66 Lrng Gains-Math: 79 51 67 55 66 Gains-Rdg-25%: 64 52 59 48 65 Gains-Math-25%: 80 67 73 68 77 Rdg. AMO: N N N Y Y Math. AMO: N N N Y N

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Carmen Moffett		
Full-time / School-based	Years as Coach: 2	Years at Current School: 13

Areas	Reading/Literacy
Credentials	Bachelors of Arts: Elementary Education, University of Florida Masters of Education: Elementary Education, University of Florida Certifications: Elementary Education (K-6), ESOL Endorsement, National Board Certified
Performance Record	'13 '12 '11 '10 '09 School Grade: C C B B A High Standards Rdg: 34 37 64 63 69 High Standards Math: 46 43 75 67 71 Lrng Gains -Rdg: 62 59 59 60 66 Lrng Gains-Math: 79 51 67 55 66 Gains-Rdg-25%: 64 52 59 48 65 Gains-Math-25%: 80 67 73 68 77 Rdg. AMO: N N N Y Y Math. AMO: N N N Y N

Classroom Teachers

# of classroom teachers
43

 # receiving effective rating or higher
43, 100%

 # Highly Qualified Teachers
77%

 # certified in-field
43, 100%

 # ESOL endorsed
42, 98%

 # reading endorsed
3, 7%

 # with advanced degrees
15, 35%

 # National Board Certified
1, 2%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
10, 23%

 # with 6-14 years of experience
18, 42%

 # with 15 or more years of experience
14, 33%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The administrators at Santa Clara Elementary work from the 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).

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Based on FAIR 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.

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
• Special education personnel
• School guidance counselor
• ESOL chairperson
• School psychologist
• School social worker
• Member of advisory group

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 RtI 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Santa Clara's Leadership Team is comprised of Administration (Dr. Melanie Fox, Principal; Dr. Rameisha Ferguson, Assistant Principal) Instructional Coaches (Carmen Moffett, Reading; Catherine Stewart, Mathematics/Science); Data Coach (Betty Chappel, Reading); ESOL Chair (Darla Franklin), SPED/ESE Chair (Maydelin Carriedo), Grade Level Chairs (Adjusted annually), School Counselor (Wendie Williams), School Social Worker (Martha Barrinuevo). 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 reading within the school and focus on areas of literacy concerns throughout the school.

The LLT 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Santa Clara's Literacy Leadership Team meets monthly or as needed. Agendas and sign–in sheets are provided. Minutes are taken and maintained for all meetings for documentation purposes. Any and all issues that come up regarding instruction, intervention, assessments, and data are discussed and then opened up for suggestions and input on adjustments, changes and/or maintaining strategies that are working as it pertains to MTSS and SIP. The Leadership team will take the following steps to ensure fidelity:
• Utilize the FAIR decision tree to appropriately differentiate instruction
• Increase instructional time and minimize classroom interruptions by redesigning the Master Schedule
• Implement WonderWorks and other interventions (SuccessMaker) 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 Common Core 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.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Santa Clara will use the following data source(s) and management systems Managed data will include:
Academic
• FAIR assessment (Broad Screening, Targeted Diagnostic Indicators, Broad
Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening
Inventory, and Oral Reading Fluency Measures) via Progress Monitoring &
reporting Network (PMRN)
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions reports
• Suspensions/expulsions reports
• Referrals by student behavior, staff behavior, and administrative context
• Other referrals per day, per month
• Team Climate Surveys
• Attendance
• Referrals to special education programs

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Based upon the information from http://www.floridarti.org/educatorResources/
MTSS_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a

MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders (home, school, and community)
who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from
the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Weekend Program

Minutes added to school year: 2,160

Santa Clara will 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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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 SuccessMaker per session.

Who is responsible for monitoring implementation of this strategy?

Administration
Leadership Literacy Team
Tutorial Facilitator

Strategy: Before or After School Program	
Minutes added to school year: 13,200	

Santa Clara will 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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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 SuccessMaker per session.

Who is responsible for monitoring implementation of this strategy?

Administration
Leadership Literacy Team
Tutorial Facilitator

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Melanie Fox	Principal
Dr. Rameisha Ferguson	Assistant Principal
Carmen Moffett	Instructional Reading Coach
Darla Franklin	ESOL Chairperson
Maydelin Carriedo	SPED/ESE Chairperson
Wendie Williams	School Counselor
Martha Barrinuevo	School Social Worker
Rosa Lawrence	Parent Out-Reach/CIS
Diane Keaton	Parent Out-Reach/CIS
Melissa St Fleur	EESAC/SAC Chairperson

How the school-based LLT functions

The purpose of Santa Clara's Literacy Leadership Team is to create capacity for the effective teaching of reading within the school and focus on areas of literacy concerns across the school. The principal, Reading Coach, ESOL Chair, SPED/ESE Chair, Grade Level Chairs, EESAC Chair, teachers, and other staff designated by the principal.

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. The school Literacy Leadership Team may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT 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.

Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Santa Clara's Literacy Leadership Team meets once a week. Agendas and sign–in sheets are provided. Minutes are taken and maintained for all meetings for documentation purposes. Any and all issues that come up regarding instruction, intervention, assessments, and data are discussed and then opened up for suggestions and input on adjustments, changes and/or maintaining strategies that are working.

Major initiatives of the LLT

The major initiatives of the LLT this year:
• Utilize the FAIR decision tree to appropriately differentiate instruction
• Increase instructional time and minimize classroom interruptions by redesigning the Master Schedule
• Implement Voyager and other interventions (SuccessMaker) 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 Common Core 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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Santa Clara Elementary hosted a Pre-kindergarten Transition Orientation meeting on April 10, 2013. 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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	34%	No	53%
American Indian		0%		
Asian		0%		
Black/African American	43%	30%	No	49%
Hispanic	50%	34%	No	55%
White		0%		
English language learners	43%	23%	No	49%
Students with disabilities	24%	5%	No	32%
Economically disadvantaged	48%	33%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	20%	25%
Students scoring at or above Achievement Level 4	40	14%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	96	38%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	36	14%	23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	33	13%	22%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	43	55%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	46%	No	58%
American Indian				
Asian				
Black/African American	48%	43%	Yes	54%
Hispanic	56%	47%	No	60%
White				
English language learners	55%	42%	No	60%
Students with disabilities	34%	36%	Yes	41%
Economically disadvantaged	53%	45%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	27%	31%
Students scoring at or above Achievement Level 4	54	19%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		80%	82%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	17%	22%
Students scoring at or above Achievement Level 4	11	12%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	3	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	61	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	42	7%	6%
Students who are not proficient in reading by third grade	81	72%	65%
Students who receive two or more behavior referrals	159	27%	26%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Refer to 2013-2014 Parental Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Our goal for the 2013-2014 school year is to increase the number of parents participating in activities that will better able them to assist their children in reading, writing, mathematics, and science at home.	523	45%	50%

Goals Summary

G1.   Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G2.   All teachers will implement literacy across all content areas, including all subgroups through rigorous instruction, differentiated instruction, and ELL/SWD strategies and accommodations based on academic and instructional needs of the students.

G3.   All teachers will implement effective instructional strategies aligned to the standards through the Gradual Release Model, including strategies and accommodations for ELL and SWD students.

G4.   Refer to the 2013-2014 Parental Involvement Plan

Goals Detail

G1. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Parent/Student Handbook Student Code of Conduct School Improvement Plan Monthly Attendance Assembly

Targeted Barriers to Achieving the Goal

- Lack of parental knowledge regarding the direct correlation between school attendance and student achievement

Plan to Monitor Progress Toward the Goal

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Student Work Common Planning

Person or Persons Responsible
Administrators RtI Leadership Team Classroom Teachers

Target Dates or Schedule:
August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion:
Student referals, Control-D Attendance Report, Daily attendance Report, Deceased in the number of absences

G2. All teachers will implement literacy across all content areas, including all subgroups through rigorous instruction, differentiated instruction, and ELL/SWD strategies and accommodations based on academic and instructional needs of the students.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal
- Title I Instructional Coach(es) Core Instructional Programs Common Core Standards Technology Programs (i.e. Wonder Works, Imagine Learning, Waterford, SuccessMaker, GIZMO, etc.)

Targeted Barriers to Achieving the Goal
- Lack of effective and consistent differentiated instruction

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Common Planning

Person or Persons Responsible
Leadership Team Classroom Teachers ESOL Teachers

Target Dates or Schedule:
August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion:
Formative Assessments: Monthly SuccessMaker reports, FAIR Data, CELLA Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

G3. All teachers will implement effective instructional strategies aligned to the standards through the Gradual Release Model, including strategies and accommodations for ELL and SWD students.

Targets Supported
- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Title I Instructional Coach(es) Core Instructional Programs Common Core Standards Technology Programs (i.e. Wonder Works, Imagine Learning, Waterford, SuccessMaker, GIZMO, etc.)

Targeted Barriers to Achieving the Goal
- Teachers lack of fidelity to the Gradual Release Model of instruction.

Plan to Monitor Progress Toward the Goal

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Student Work Common
Planning

Person or Persons Responsible
Administrators Leadership Team Classroom Teachers ESOL Teachers

Target Dates or Schedule:
August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion:
Lesson Plans Grouping Charts Student Work Journals Formative Assessments: Monthly SuccessMaker
reports, Baseline Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

G4. Refer to the 2013-2014 Parental Involvement Plan

Targets Supported
- All Areas

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle
  FCAT 2.0, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal
- Refer to Parental Involvement Plan

Targeted Barriers to Achieving the Goal
- Refer to Parental Involvement Plan

Plan to Monitor Progress Toward the Goal

N/A

Person or Persons Responsible
N/A

Target Dates or Schedule:
N/A

Evidence of Completion:
N/A

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G1.B1 Lack of parental knowledge regarding the direct correlation between school attendance and student achievement

G1.B1.S1 Establish a reward system to recognize students for perfect attendance.

Action Step 1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' daily attendance reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Administrators MTSS/RtI Leadership Team Reading Instructional Coach Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Student referals, Control-D Attendance Report Daily attendance Report, Deceased in the number of absences

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

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' daily attendance reports to monitor progress and to adjust instruction as needed., Classroom Walkthroughs, Observations (IPEGS), Weekly Grade Level Meetings, Student Work

Person or Persons Responsible

Administrators, MTSS/RtI Leadership Team, Reading Instructional Coach, Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Student referals, Control-D Attendance Report, Daily attendance Report, Deceased in the number of absences

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' daily attendance reports to monitor progress, Classroom Walkthroughs, Observations (IPEGS), Weekly Grade Level Meetings, Student Work

Person or Persons Responsible

Administrators Leadership Team Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Student referals, Control-D Attendance Report, Daily attendance Report, Deceased in the number of absences

G1.B1.S2 Provide seminars through Parent Academy to review attendance policies as indicated in the Parent/Student handbook.

Action Step 1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' daily attendance reports to monitor progress, Schedule parent seminars, Provide all parents with a Parent/Student Handbook

Person or Persons Responsible

Administrators Leadership Team Community Involevement Specialist Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Agendas/Sign-in Sheet Quarterly attendance and suspension reports.

Facilitator:

Community Involvement Specialist

Participants:

Parents

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' daily attendance reports to monitor progress, Schedule parent seminars, Provide all parents with a Parent/Student Handbook

Person or Persons Responsible

Administrators Leadership Team Community Involevement Specialist Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Agendas/Sign-in Sheet Quarterly attendance and suspension reports.

Plan to Monitor Effectiveness of G1.B1.S2

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' daily attendance reports to monitor progress, Schedule parent seminars, Provide all parents with a Parent/Student Handbook

Person or Persons Responsible

Administrators Leadership Team Community Involevement Specialist Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Agendas/Sign-in Sheet Quarterly attendance and suspension reports.

G1.B1.S3 Students who have developed a pattern of non-attendance or excessive tardiness will be referred to MTSS/RtI Team.

Action Step 1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' daily attendance reports to monitor progress, Schedule parent seminars, Provide all parents with a Parent/Student Handbook

Person or Persons Responsible

Administrators Leadership Team Community Involevement Specialist Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Agendas/Sign-in Sheet Quarterly attendance and suspension reports.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' daily attendance reports to monitor progress,

Person or Persons Responsible

Administrators Leadership Team Community Involevement Specialist Classroom Teacher

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Agendas/Sign-in Sheet, Quarterly attendance and suspension reports, Decrease in the number of student absences

Plan to Monitor Effectiveness of G1.B1.S3

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' daily attendance reports to monitor progress,

Person or Persons Responsible

Administrators Leadership Team Community Involevement Specialist Classroom Teacher

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Agendas/Sign-in Sheet Quarterly attendance and suspension reports.

G2. All teachers will implement literacy across all content areas, including all subgroups through rigorous instruction, differentiated instruction, and ELL/SWD strategies and accommodations based on academic and instructional needs of the students.

G2.B1 Lack of effective and consistent differentiated instruction

G2.B1.S1 Provide Professional development for differentiated instruction

Action Step 1

Weekly Grade Level Meetings, Common Planning, Professional Development

Person or Persons Responsible

Leadership Team, Classroom Teachers, ESOL Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, FAIR Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings

Person or Persons Responsible

Leadership Team Classroom Teachers ESOL Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, FAIR Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

Plan to Monitor Effectiveness of G2.B1.S1

Formative Assessments: Monthly SuccessMaker reports, FAIR Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

Person or Persons Responsible

Leadership Team Classroom Teachers ESOL Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, FAIR Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

G2.B1.S2 Conduct Coaching Cycles, and model differentiated instruction, lesson planning and delivery to include explicit instruction based on teacher needs.

Action Step 1

Common Planning District Pacing Guide Lesson Plans

Person or Persons Responsible

Reading Instructional Coach Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, Baseline Data, CELLA Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings

Person or Persons Responsible

Administrators Leadership Team Mathematics Instructional Coach Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, Baseline Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

Plan to Monitor Effectiveness of G2.B1.S2

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

Administrators Leadership Team Reading Instructional Coach Classroom Teachers

Target Dates or Schedule

Weekly Grade Level Meetings August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, Baseline Data, CELLA Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

G2.B1.S3 Provide opportunities for collaboration across subject areas and/or grade levels through consistent common planning and grade level meetings.

Action Step 1

Weekly Grade Level Meetings Common Planning District Pacing Guide Lesson Plans

Person or Persons Responsible

Leadership Team Reading Instructional Coach Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Lesson Plans Grouping Charts Student Work Journals Formative Assessments: Monthly SuccessMaker reports, Baseline Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

Facilitator:

District CSS

Participants:

All Teachers (K-5)

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Common Planning

Person or Persons Responsible

Administrators Leadership Team Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Lesson Plans Grouping Charts Student Work Journals Formative Assessments: Monthly SuccessMaker reports, Baseline Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

Plan to Monitor Effectiveness of G2.B1.S3

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Student Work

Person or Persons Responsible

Administrators Leadership Team Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Lesson Plans Grouping Charts Student Work Journals Formative Assessments: Monthly SuccessMaker reports, Baseline Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

G3. All teachers will implement effective instructional strategies aligned to the standards through the Gradual Release Model, including strategies and accommodations for ELL and SWD students.

G3.B1 Teachers lack of fidelity to the Gradual Release Model of instruction.

G3.B1.S1 Provide professional development for Gradual Release.

Action Step 1

Weekly Grade Level Meetings, Common Planning, Professional Development

Person or Persons Responsible

Leadership Team Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Lesson Plans Grouping Charts Student Work Journals Formative Assessments: Monthly SuccessMaker reports, Baseline Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

Facilitator:

District Reading Coach

Participants:

K-5 Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings

Person or Persons Responsible

Administrators Leadership Team Classroom Teachers ESOL Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Lesson Plans Grouping Charts Student Work Journals Formative Assessments: Monthly SuccessMaker reports, Baseline Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

Plan to Monitor Effectiveness of G3.B1.S1

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Student Work

Person or Persons Responsible

Administrators Leadership Team Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Lesson Plans Grouping Charts Student Work Journals Formative Assessments: Monthly SuccessMaker reports, Baseline Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

G3.B1.S2 Develop and implement grade level planning, ensuring instruction is aligned with a clear focus infusing all components of the Gradual Release of Responsibility Model (GRRM).

Action Step 1

Weekly Grade Level Meetings, Common Planning, Professional Development

Person or Persons Responsible

Administrators Leadership Team Classroom Teachers ESOL Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Lesson Plans Grouping Charts Student Work Journals Formative Assessments: Monthly SuccessMaker reports, Baseline Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings

Person or Persons Responsible

Administrators Leadership Team Reading Instructional Coach Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Lesson Plans Grouping Charts Student Work Journals Formative Assessments: Monthly SuccessMaker reports, Baseline Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

Plan to Monitor Effectiveness of G3.B1.S2

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. Classroom Walkthroughs Observations (IPEGS)

Person or Persons Responsible

Administrators Leadership Team Reading Instructional Coach Classroom Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings

G4. Refer to the 2013-2014 Parental Involvement Plan

G4.B1 Refer to Parental Involvement Plan

G4.B1.S1 Refer to Parental Involvement Plan

Action Step 1

N/A

Person or Persons Responsible

N/A

Target Dates or Schedule

N/A

Evidence of Completion

N/A

Plan to Monitor Fidelity of Implementation of G4.B1.S1

N/A

Person or Persons Responsible

N/A

Target Dates or Schedule

N/A

Evidence of Completion

N/A

Plan to Monitor Effectiveness of G4.B1.S1

N/A

Person or Persons Responsible

N/A

Target Dates or Schedule

N/A

Evidence of Completion

N/A

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 2012-2013 school year and should the FLDOE approve the application(s).
Title VI, Part B - NA
Title X- Homeless
Homeless 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 Homeless 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 Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless 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 Homeless 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 homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G1.B1 Lack of parental knowledge regarding the direct correlation between school attendance and student achievement

G1.B1.S2 Provide seminars through Parent Academy to review attendance policies as indicated in the Parent/Student handbook.

PD Opportunity 1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' daily attendance reports to monitor progress, Schedule parent seminars, Provide all parents with a Parent/Student Handbook

Facilitator

Community Involvement Specialist

Participants

Parents

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Agendas/Sign-in Sheet Quarterly attendance and suspension reports.

G2. All teachers will implement literacy across all content areas, including all subgroups through rigorous instruction, differentiated instruction, and ELL/SWD strategies and accommodations based on academic and instructional needs of the students.

G2.B1 Lack of effective and consistent differentiated instruction

G2.B1.S3 Provide opportunities for collaboration across subject areas and/or grade levels through consistent common planning and grade level meetings.

PD Opportunity 1

Weekly Grade Level Meetings Common Planning District Pacing Guide Lesson Plans

Facilitator

District CSS

Participants

All Teachers (K-5)

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Lesson Plans Grouping Charts Student Work Journals Formative Assessments: Monthly SuccessMaker reports, Baseline Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

G3. All teachers will implement effective instructional strategies aligned to the standards through the Gradual Release Model, including strategies and accommodations for ELL and SWD students.

G3.B1 Teachers lack of fidelity to the Gradual Release Model of instruction.

G3.B1.S1 Provide professional development for Gradual Release.

PD Opportunity 1

Weekly Grade Level Meetings, Common Planning, Professional Development

Facilitator

District Reading Coach

Participants

K-5 Teachers

Target Dates or Schedule

August 19, 2013 - June 5, 2014 (On-going)

Evidence of Completion

Lesson Plans Grouping Charts Student Work Journals Formative Assessments: Monthly SuccessMaker reports, Baseline Data, and District Interim Assessments Summative Assessment: 2014 FCAT 2.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.	$2,820
G2.	All teachers will implement literacy across all content areas, including all subgroups through rigorous instruction, differentiated instruction, and ELL/SWD strategies and accommodations based on academic and instructional needs of the students.	$5,694
G3.	All teachers will implement effective instructional strategies aligned to the standards through the Gradual Release Model, including strategies and accommodations for ELL and SWD students.	$600
	Total	$9,114

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
EESAC/SAC Funding		$2,820	$2,820
Title I		$5,694	$5,694
Discresionary Funds		$600	$600
Total		$9,114	$9,114

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G1.B1 Lack of parental knowledge regarding the direct correlation between school attendance and student achievement

G1.B1.S1 Establish a reward system to recognize students for perfect attendance.

Action Step 1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' daily attendance reports to monitor progress and to adjust instruction as needed.

Resource Type

Evidence-Based Program

Resource

Student Incentives for improved attendance and Academic Progress; Parent/Student Code of Conduct Printing to impact and decrease student absences; Resource Materials (Pre-K through Fifth): Communications, notifications, and home learning;incentives for parent involvement; End-of-Year Awards Programs, 2013-2014

Funding Source

EESAC/SAC Funding

Amount Needed

$2,820

G2. All teachers will implement literacy across all content areas, including all subgroups through rigorous instruction, differentiated instruction, and ELL/SWD strategies and accommodations based on academic and instructional needs of the students.

G2.B1 Lack of effective and consistent differentiated instruction

G2.B1.S3 Provide opportunities for collaboration across subject areas and/or grade levels through consistent common planning and grade level meetings.

Action Step 1

Weekly Grade Level Meetings Common Planning District Pacing Guide Lesson Plans

Resource Type

Evidence-Based Program

Resource

Florida Standard Based Coach for Reading and Mathematics

Funding Source

Title I

Amount Needed

$5,694

G3. All teachers will implement effective instructional strategies aligned to the standards through the Gradual Release Model, including strategies and accommodations for ELL and SWD students.

G3.B1 Teachers lack of fidelity to the Gradual Release Model of instruction.

G3.B1.S1 Provide professional development for Gradual Release.

Action Step 1

Weekly Grade Level Meetings, Common Planning, Professional Development

Resource Type

Evidence-Based Program

Resource

WriteScore Writing Assessment to monitor fourth grade student's progress and to promote writing across subject areas through implementation of the Gradual Release Model.

Funding Source

Discresionary Funds

Amount Needed

$600