

Santa Clara Elementary School

1051 NW 29TH TER, Miami, FL 33127

<http://santaclara.dadeschools.net>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
98%

Alternative/ESE Center
No

Charter School
No

Minority
100%

School Grades History

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

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.

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, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Santa Clara Elementary School's mission is to dedicate ourselves to academic excellence by developing, implementing, and monitoring a comprehensive instructional plan through data driven decision making; establishing an environment where student, parents, teachers, and staff are valued, nurtured, and respected; and working with all stakeholders to offer a high-quality education, by maximizing the effectiveness of classroom teaching and learning experience.

Provide the school's vision statement

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

School Environment

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.)

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, which monitored by school personnel until picked up by their classroom teachers in the morning or parents/bus in the afternoon. Santa Clara also has a schoolwide Behavioral Plan in place as well a strict "No Bullying" policy which is enforced as per the Student Code of Conduct policy and procedures.

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.

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 collaboration among students, character education, anti-bullying, peer mediation, and school safety.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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
- One or more suspensions
- Course failures in Reading
- Course failure in Mathematics
- Excessive absences (18 or more days)

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	18	14	9	18	10	11	80
One or more suspensions	0	0	0	6	6	6	18
Course failure in ELA or Math	14	18	10	26	5	16	89
Level 1 on statewide assessment	0	0	0	53	36	38	127

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	
Students exhibiting two or more indicators	16	16	10	26	14	18	100

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.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/197645>.

Description

A PIP has been uploaded for this school or district - see the link above.

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 Community Involvement Specialist 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 Community Involvement Specialists, School Counselor, and Administrators extend open invitations to Open House, Faculty Meetings, PTA, and EESAC Meetings.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Fox, Melanie	Principal
Ferguson, Rameisha	Assistant Principal
Moffett, Carmen	Instructional Coach
St Fleur, Melissa	Instructional Media
Martinez, Nidia	Instructional Coach
Williams, Wendie	Guidance Counselor
Franklin, Darla	Other
Odio, Maydelin	Instructional Coach
Lawrence, Rosa	Other

Duties

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 (Dr. Melanie Fox, Principal; Dr. Rameisha Ferguson, Assistant Principal) Instructional Coaches (Carmen Moffett, Reading; Nidia Martinez, Mathematics); 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 SLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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/Rtl 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. Rtl 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 Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl 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 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.

- HClOS 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Melanie Fox	Principal
Melissa B. St Fleur (EESAC Chairperson)	Teacher
Debbie Belcher (UTD)	Teacher
Betty Chappel	Teacher
Wendie Williams	Teacher
Raquel Ricks	Teacher
Rosa Lawrence	Education Support Employee
Angie Cooper	Parent
Juana Mantilla	Parent
Willie Mae McDaniels	Parent
Rosita Aldarondo	Parent
Rekita Wilson	Parent
Jamie Allen	Student
Franklin Monjarrez	Business/Community
William Reich	Business/Community
Arminda Plasencia	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC (EESAC) committee utilized the schools 2013-2014 FCAT 2.0 Assessment scores to determine the effectiveness of the 2013-2014 School Improvement Plan in order to develop a meaningful and effective 2014-2015 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.

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)

Preparation of the school's annual budget and plan

The SAC committee utilized the data from the 2014 FCAT Assessments to determine the effectiveness of the 2013-2014 School Improvement Plan do drive the decision making process for the 2014-2015 School Improvement Plan and use of the EESAC Budget.

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 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)

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Fox, Melanie	Principal
Moffett, Carmen	Instructional Coach
Franklin, Darla	Other
Odio, Maydelin	Instructional Coach
Williams, Wendie	Guidance Counselor
St Fleur, Melissa	SAC Member
Lawrence, Rosa	Other
Keaton, Diane	Other
Ferguson, Rameisha	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year:

- Utilize the FAIR-FS decision tree to appropriately differentiate instruction.
- Increase instructional time and minimize classroom interruptions by redesigning the Master Schedule.
- Implement Wonder Works and other interventions/Supplemental (Reading Plus, Imagine Learning,

Waterford, 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 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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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 new Florida Standards to better meet the instructional needs of our students.

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 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 accepted, 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).

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

Based on FAIR-FS 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Administration, 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 new Florida Standards.

Instructional Strategies

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 use FAIR-FS data and Wonder Works Intervention as the primary tool for differentiated instruction. Additionally, computer-based programs such as Imagine Learning, Reading Plus, iReady(Reading and Mathematis), Waterford, Reflex Math, and Gizmos are a means to further differentiate and/or supplement instruction. Before/After school tutoring and Saturday Academy are also offered to students based on their instructional needs.

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 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, and engaging instructional tutorial lessons and activities.

Strategy Purpose(s)

- 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 SuccessMaker per session.

Strategy: Extended School Day

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 Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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 SuccessMaker per session.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 April 9, 2014. 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

College and Career Readiness

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

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

N/A

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

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

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Core Instruction: Increase student achievement by improving core instruction in all content areas.
- G2.** EWS: Use Early Warning Systems to identify at-risk students to provide support and intervention in the areas of Attendance, Behavior, and Progress.
- G3.** STEM: Effectively implement the Gradual Release of Responsibility Model while providing students with opportunities for participation in activities such as Science Fairs, Collaborative Labs, inquiry-based activities/projects and/or Invention competitions.
- G4.** Parental Involvement: Refer to the 2013-2014 Parental Involvement Plan

Strategic Goals Detail

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

G1. Core Instruction: Increase student achievement by improving core instruction in all content areas. 1a

G047557

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	58.0
AMO Reading - African American	55.0
AMO Reading - Hispanic	60.0
AMO Reading - ELL	55.0
AMO Reading - SWD	39.0
AMO Reading - ED	58.0
AMO Math - All Students	63.0
AMO Math - African American	59.0
AMO Math - Hispanic	65.0
AMO Math - ELL	64.0
AMO Math - SWD	47.0
AMO Math - ED	63.0
FSA - English Language Arts - Proficiency Rate	12.0
ELA/Reading Gains	78.0
ELA/Reading Lowest 25% Gains	74.0
FSA - Mathematics - Proficiency Rate	36.0
Math Gains	73.0
Math Lowest 25% Gains	73.0
CELLA Listening/Speaking Proficiency	38.0
CELLA Reading Proficiency	29.0
CELLA Writing Proficiency	28.0
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal 2

- Promethean Boards, Academic Coaches, multiple computer based instructional programs (i.e. iReady, Imagine Learning, Waterford, myONReader, Reflex, Reading Plus)

Targeted Barriers to Achieving the Goal 3

- Limited evidence of differentiated instruction with fidelity.

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

Rameisha Ferguson

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

FAIR-FS, OPMs Interims, Unit Assessments, District Interim Assessments, and Florida Standards Assessments.

G2. EWS: Use Early Warning Systems to identify at-risk students to provide support and intervention in the areas of Attendance, Behavior, and Progress. 1a

G048175

Targets Supported 1b

Indicator	Annual Target
Attendance rate	5.0
2+ Behavior Referrals	5.0
Level 1 - All Grades	5.0

Resources Available to Support the Goal 2

- School Counselor, Registrar, Teachers, Parents, Students, School Administration, Community Involvement Specialists and MDCPS Truancy Intervention Program

Targeted Barriers to Achieving the Goal 3

- Student mobility, Transportation, Lack of parental involvement, and lack of knowledge regarding State Statues

Plan to Monitor Progress Toward G2. 8

The Leadership Team will monitor and disaggregate attendance data on a weekly basis for progress.

Person Responsible

Wendie Williams

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Daily and quarterly attendance reports, increased number of selected for the daily attendance lottery.

G3. STEM: Effectively implement the Gradual Release of Responsibility Model while providing students with opportunities for participation in activities such as Science Fairs, Collaborative Labs, inquiry-based activities/projects and/or Invention competitions. 1a

G048215

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal 2

- J & J Boot Camp Materials, Elementary Science Instructional resources, Waterford K-2, Gizmos 3-5, Discovery Education K-5, and Leveled Readers

Targeted Barriers to Achieving the Goal 3

- Limited evidence of rigor in writing in journals and displayed authentic student work.

Plan to Monitor Progress Toward G3. 8

Formative Assessments: Computer-based Program Data Reports (Reading Plus, MyOn Reader, i-Ready Reading and Math, Imagine Learning, Waterford, etc.); Fair Data and District Interim Assessments
Summative Assessments: 2015 Florida Standards Assessments

Person Responsible

Rameisha Ferguson

Schedule

On 6/5/2015

Evidence of Completion

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Common Planning Lesson Plans District Pacing Guides Student work Summative Assessments: 2015 Florida Standards Assessments

G4. Parental Involvement: Refer to the 2013-2014 Parental Involvement Plan 1a

G047542

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Refer to Parental Involvement Plan

Targeted Barriers to Achieving the Goal 3

- Refer to Parental Involvement Plan

Plan to Monitor Progress Toward G4. 8

N/A

Person Responsible

Schedule

Evidence of Completion

N/A

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Core Instruction: Increase student achievement by improving core instruction in all content areas. **1**

 G047557

G1.B2 Limited evidence of differentiated instruction with fidelity. **2**

 B118410

G1.B2.S1 Plan for and deliver instruction that is based on the strategies aligned with Florida Standards and/or specific course benchmarks. **4**

 S130185

Strategy Rationale

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

Action Step 1 **5**

Facilitate grade level planning for teachers in grades K-5 incorporating the Florida Standards, Item Specifications into whole and small group instruction inclusive of technology enhanced resources, support teachers through the coaching cycle.

Person Responsible

Melanie Fox

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Common Planning Lesson Plans District Pacing Guides Student work

Action Step 2 5

Provide school-site professional development to unpack the Florida Standards to create rigorous, meaningful, engaging instructional activities using ESOL strategies when needed.

Person Responsible

Carmen Moffett

Schedule

On 10/9/2014

Evidence of Completion

Collaborative planning sign-in sheets, lesson plans, reading and math response journals/ writing notebooks, school-site PD agendas, and PD rosters.

Action Step 3 5

Utilize the coaching cycle to model Gradual Release of Responsibility to assist teachers in effectively implementing instructional strategies across subject areas.

Person Responsible

Nidia Martinez

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Coaches calendar, coaches log, lesson plans, student work (e.g., folders, journals)

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Conduct weekly walkthroughs to monitor the implementation of standards based instruction in the core academic areas.

Person Responsible

Rameisha Ferguson

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Collaborative planning sign-in sheets, lesson plans, student academic journals, school-site PD agendas and rosters, coaches calendars and logs, and student work samples

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Conduct weekly walkthroughs to monitor the implementation of standards based instruction in the core academic areas.

Person Responsible

Rameisha Ferguson


Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Collaborative planning sign-in sheets, lesson plans, student academic journals, school-site PD agendas and rosters, coaches calendars and logs, disaggregated data, and student work samples.


G2. EWS: Use Early Warning Systems to identify at-risk students to provide support and intervention in the areas of Attendance, Behavior, and Progress. 1

 G048175

G2.B1 Student mobility, Transportation, Lack of parental involvement, and lack of knowledge regarding State Statues 2

 B120110

G2.B1.S1 After a student has had a minimum of five unexcused absences within a calendar month or ten absences with 90 calendar days the parent will be advised of the unsatisfactory absences and we will begin the attendance intervention process. The Truancy Child Study Team will be established. 4

 S131909

Strategy Rationale

In order to reduce the number of unexcused absences that impact student achievement a concerted effort will be made to contact each parent daily when their child is absence from school.

Action Step 1 5

In order to reduce the number of unexcused absences that impact student achievement we will contact each parent daily when their child is absent from school.

Person Responsible

Melanie Fox

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Truancy Child Study Team Reports and Daily attendance bulletins

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The counselor will monitor the scans (referrals) that are submitted by the teachers to address the students who fall under the attendance intervention process.

Person Responsible

Wendie Williams

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Truancy Child Study Team Reports and Daily attendance bulletins

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The Leadership Team will monitor and disaggregate attendance data on a weekly basis.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Daily and quarterly attendance reports, increased number of selected for the daily attendance lottery.

G3. STEM: Effectively implement the Gradual Release of Responsibility Model while providing students with opportunities for participation in activities such as Science Fairs, Collaborative Labs, inquiry-based activities/projects and/or Invention competitions. 1

G048215

G3.B1 Limited evidence of rigor in writing in journals and displayed authentic student work. 2

B120167

G3.B1.S1 Implement and monitor the use of core and supplemental digital resources to reinforce and enrich the core curriculum as well as collaborative conversations among students. 4

S131975

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks to enable students to experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities.

Action Step 1 5

Utilizing the FCIM, the LLT along with the MTSS/Rtl will review monthly student assessment reports to monitor progress and to adjust instruction as needed.

Person Responsible

Rameisha Ferguson

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Common Planning Lesson Plans District Pacing Guides Student work

Action Step 2 5

Plan collaboratively with science teachers on a bi-weekly basis using the District Pacing Guide to implement a routine of inquiry-based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs and Deep Planning PD).

Person Responsible

Rameisha Ferguson

Schedule

On 10/8/2014

Evidence of Completion

Action Step 3 5

Disaggregate and analyze assessment (Interim, QSBA, etc.) results bi-weekly to focus instruction and monitor student progress.

Person Responsible

Schedule

Biweekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Data disaggregation will provide evidence needed to support data driven instruction (data binders, data chats, etc.)

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Rameisha Ferguson

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom Walkthroughs Observations (IPEGS) Monthly assessments reports Weekly Grade Level Meetings Common Planning Lesson Plans District Pacing Guides Student work

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Formative Assessments: Computer-based Program Data Reports (Reading Plus, MyOn Reader, i-Ready Reading and Math, Imagine Learning, Waterford, etc.); Fair Data and District Interim Assessments

Summative Assessments: 2015 Florida Standards Assessments

Person Responsible

Rameisha Ferguson


Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Common Planning Lesson Plans District Pacing Guides Student work Summative Assessments: 2015 Florida Standards Assessments


G4. Parental Involvement: Refer to the 2013-2014 Parental Involvement Plan 1

 G047542

G4.B1 Refer to Parental Involvement Plan 2

 B118364

G4.B1.S1 Refer to Parental Involvement Plan 4

 S130140

Strategy Rationale

Action Step 1 5

N/A

Person Responsible

Schedule

Evidence of Completion

N/A

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

N/A

Person Responsible

Schedule

Evidence of Completion

N/A

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

N/A

Person Responsible

Schedule

Evidence of Completion

N/A

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	N/A		N/A	one-time	
G1.B2.S1.A1	Facilitate grade level planning for teachers in grades K-5 incorporating the Florida Standards, Item Specifications into whole and small group instruction inclusive of technology enhanced resources, support teachers through the coaching cycle.	Fox, Melanie	8/18/2014	Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Common Planning Lesson Plans District Pacing Guides Student work	6/5/2015 weekly
G2.B1.S1.A1	In order to reduce the number of unexcused absences that impact student achievement we will contact each parent daily when their child is absent from school.	Fox, Melanie	8/18/2014	Truancy Child Study Team Reports and Daily attendance bulletins	6/5/2015 daily
G3.B1.S1.A1	Utilizing the FCIM, the LLT along with the MTSS/RtI will review monthly student assessment reports to monitor progress and to adjust instruction as needed.	Ferguson, Rameisha	8/18/2014	Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Common Planning Lesson Plans District Pacing Guides Student work	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Provide school-site professional development to unpack the Florida Standards to create rigorous, meaningful, engaging instructional activities using ESOL strategies when needed.	Moffett, Carmen	10/9/2014	Collaborative planning sign-in sheets, lesson plans, reading and math response journals/writing notebooks, school-site PD agendas, and PD rosters.	10/9/2014 one-time
G3.B1.S1.A2	Plan collaboratively with science teachers on a bi-weekly basis using the District Pacing Guide to implement a routine of inquiry-based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs and Deep Planning PD).	Ferguson, Rameisha	9/25/2014		10/8/2014 one-time
G1.B2.S1.A3	Utilize the coaching cycle to model Gradual Release of Responsibility to assist teachers in effectively implementing instructional strategies across subject areas.	Martinez, Nidia	8/18/2014	Coaches calendar, coaches log, lesson plans, student work (e.g., folders, journals)	6/5/2015 weekly
G3.B1.S1.A3	Disaggregate and analyze assessment (Interim, QSBA, etc.) results bi-weekly to focus instruction and monitor student progress.		9/9/2014	Data disaggregation will provide evidence needed to support data driven instruction (data binders, data chats, etc.)	11/26/2014 biweekly
G1.MA1	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.	Ferguson, Rameisha	8/18/2014	FAIR-FS, OPMs Interims, Unit Assessments, District Interim Assessments, and Florida Standards Assessments.	6/5/2015 weekly
G1.B2.S1.MA1	Conduct weekly walkthroughs to monitor the implementation of standards based instruction in the core academic areas.	Ferguson, Rameisha	9/1/2014	Collaborative planning sign-in sheets, lesson plans, student academic journals, school-site PD agendas and rosters, coaches calendars and logs, disaggregated data, and student work samples.	6/5/2015 weekly
G1.B2.S1.MA1	Conduct weekly walkthroughs to monitor the implementation of standards based instruction in the core academic areas.	Ferguson, Rameisha	9/1/2014	Collaborative planning sign-in sheets, lesson plans, student academic journals, school-site PD agendas and rosters, coaches calendars and logs, and student work samples	6/5/2015 weekly
G2.MA1	The Leadership Team will monitor and disaggregate attendance data on a weekly basis for progress.	Williams, Wendie	8/18/2014	Daily and quarterly attendance reports, increased number of selected for the daily attendance lottery.	6/5/2015 weekly
G2.B1.S1.MA1	The Leadership Team will monitor and disaggregate attendance data on a weekly basis.		8/18/2014	Daily and quarterly attendance reports, increased number of selected for the daily attendance lottery.	6/5/2015 weekly
G2.B1.S1.MA1	The counselor will monitor the scams (referrals) that are submitted by the teachers to address the students who fall under the attendance intervention process.	Williams, Wendie	8/18/2014	Truancy Child Study Team Reports and Daily attendance bulletins	6/5/2015 daily
G3.MA1	Formative Assessments: Computer-based Program Data Reports (Reading Plus, MyOn Reader, i-Ready Reading and Math, Imagine Learning, Waterford, etc.); Fair Data and District Interim Assessments Summative Assessments: 2015 Florida Standards Assessments	Ferguson, Rameisha	8/18/2014	Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Common Planning Lesson Plans District Pacing Guides Student work Summative Assessments: 2015 Florida Standards Assessments	6/5/2015 one-time
G3.B1.S1.MA1	Formative Assessments: Computer-based Program Data Reports (Reading Plus, MyOn Reader, i-Ready Reading and Math, Imagine Learning, Waterford, etc.); Fair Data and District Interim	Ferguson, Rameisha	8/18/2014	Classroom Walkthroughs Observations (IPEGS) Weekly Grade Level Meetings Common Planning Lesson Plans District Pacing Guides Student work Summative Assessments: 2015 Florida Standards Assessments	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Assessments Summative Assessments: 2015 Florida Standards Assessments				
G3.B1.S1.MA1	Utilizing the FCIM, the LLT along with the MTSS/Rtl will review students' monthly assessments reports to monitor progress and to adjust instruction as needed.	Ferguson, Rameisha	8/18/2014	Classroom Walkthroughs Observations (IPEGS) Monthly assessments reports Weekly Grade Level Meetings Common Planning Lesson Plans District Pacing Guides Student work	6/5/2015 monthly
G4.MA1	N/A		N/A	one-time	
G4.B1.S1.MA1	N/A		N/A	one-time	
G4.B1.S1.MA1	N/A		N/A	one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Core Instruction: Increase student achievement by improving core instruction in all content areas.

G1.B2 Limited evidence of differentiated instruction with fidelity.

G1.B2.S1 Plan for and deliver instruction that is based on the strategies aligned with Florida Standards and/or specific course benchmarks.

PD Opportunity 1

Facilitate grade level planning for teachers in grades K-5 incorporating the Florida Standards, Item Specifications into whole and small group instruction inclusive of technology enhanced resources, support teachers through the coaching cycle.

Facilitator

Carmen Moffett, Academic Coach

Participants

All teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Provide school-site professional development to unpack the Florida Standards to create rigorous, meaningful, engaging instructional activities using ESOL strategies when needed.

Facilitator

Carmen Moffett, Academic Coach; Darla Franklin, ESOL Chair

Participants

All teachers

Schedule

On 10/9/2014

G3. STEM: Effectively implement the Gradual Release of Responsibility Model while providing students with opportunities for participation in activities such as Science Fairs, Collaborative Labs, inquiry-based activities/projects and/or Invention competitions.

G3.B1 Limited evidence of rigor in writing in journals and displayed authentic student work.

G3.B1.S1 Implement and monitor the use of core and supplemental digital resources to reinforce and enrich the core curriculum as well as collaborative conversations among students.

PD Opportunity 1

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

Facilitator

Daniel J. Gangeri, OAT

Participants

All K-5 Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Plan collaboratively with science teachers on a bi-weekly basis using the District Pacing Guide to implement a routine of inquiry-based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs and Deep Planning PD).

Facilitator

Daniel J. Gangeri, OAT CSS; Millard Lightburn (OAT IS)

Participants

All K-5 Science Teachers

Schedule

On 10/8/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: EWS: Use Early Warning Systems to identify at-risk students to provide support and intervention in the areas of Attendance, Behavior, and Progress.	2,820
Grand Total	2,820

Goal 2: EWS: Use Early Warning Systems to identify at-risk students to provide support and intervention in the areas of Attendance, Behavior, and Progress.		
Description	Source	Total
B1.S1.A1 - Notes: EESAC/SAC Funding	Other	2,820
Total Goal 2		2,820