

Miami-Dade County Public Schools

Santa Clara Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Santa Clara Elementary School

1051 NW 29TH TER, Miami, FL 33127

<http://santaclara.dadeschools.net>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ancheta, Ramses	Principal	To ensure the safety and academic success of all students and provide a positive learning environment for students and staff. To provide a common vision for the use of databased decision-making. Ensures that the school based team properly meets the social and academic needs of all learners. Ensures the effective implementation of intervention, adequate professional development, and effective communication with all stakeholders.
Mendoza, Lissette	Assistant Principal	Assists the principal in all capacities including ensuring the safety and academic success of all students and providing a positive learning environment for students and staff; supports the principal's common vision for the use of databased decision-making; assists in ensuring that the school based team properly meets the social and academic needs of all learners; assists in ensuring the implementation of intervention, adequate professional development, and effective communication with all stakeholders.
Jardine, Ryan	Instructional Coach	To provide curriculum support for reading teachers and students in grades third through fifth . Assist in the development and evaluation of school core content standards/ programs. Assist in identifying systematic patterns of student needs while working with the Educational Transformation Office (ETO) and Curriculum Support Specialists (CSS) to appropriately identify and implement evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; anticipates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and conduct coaching cycle to support teachers.
Mourin , Daniela	School Counselor	To provide social-emotional support for all students. Participates in collection, interpretation, and analysis of data; provides assistance for behavior strategies and problem solving techniques for all stakeholders. Monitors student attendance and provides parental support based on the individual needs of the students and their families. Links child-serving and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social success.
Primelles, Liza	ELL Compliance Specialist	To ensure ELL Compliance at the school and provide support to the ESOL students. Provides quality services to English Learners by assisting classroom teachers in the endeavor of learning the language. Participates and facilitates professional development in English learning strategies to implement with English learners.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Santa Clara Elementary School Improvement team includes parents, students, teachers, staff, and community partners who participate in developing and reviewing the SIP. The school holds an EESAC meeting and an annual TITLE I meeting to share, review and make decisions about academic programs and their impact on student achievement. The school has a school-parent compact that describes the sharing of responsibility for improved student achievement. Additionally, we are committed to providing opportunities for parents to become more involved in the improvement of school programs and the education of their children through monthly parent meetings and parent-teacher conferences. Input from teachers and students is directly gathered from the administration of the climate survey and is utilized in the development of the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Santa Clara Elementary evaluates, monitors, and measures the impact of the SIP by conducting data chats, and instructional walkthroughs regularly, participating in collaborative planning and weekly leadership team meetings.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)

<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	21	16	27	18	21	0	0	0	103
One or more suspensions	0	0	0	3	0	3	0	0	0	6
Course failure in English Language Arts (ELA)	0	0	16	50	13	3	0	0	0	82
Course failure in Math	0	0	16	29	18	16	0	0	0	79
Level 1 on statewide ELA assessment	0	0	0	39	31	26	0	0	0	96
Level 1 on statewide Math assessment	0	0	0	29	28	34	0	0	0	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	36	47	82	41	33	0	0	0	239
	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	13	46	29	30	0	0	0	118

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	39	0	0	0	0	0	39
Students retained two or more times	0	0	0	6	3	0	0	0	0	9

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	20	13	27	12	15	0	0	0	87
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	16	38	9	19	0	0	0	89
Course failure in Math	0	10	17	29	18	30	0	0	0	104
Level 1 on statewide ELA assessment	0	0	0	38	20	36	0	0	0	94
Level 1 on statewide Math assessment	0	0	0	20	26	36	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	27	86	22	40	0	0	0	186
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	11	8	49	24	41	0	0	0	133

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	11	1	38	0	0	0	0	0	50
Students retained two or more times	0	0	0	4	1	2	0	0	0	7

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	20	13	27	12	15	0	0	0	87
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	16	38	9	19	0	0	0	89
Course failure in Math	0	10	17	29	18	30	0	0	0	104
Level 1 on statewide ELA assessment	0	0	0	38	20	36	0	0	0	94
Level 1 on statewide Math assessment	0	0	0	20	26	36	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	27	86	22	40	0	0	0	186
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	11	8	49	24	41	0	0	0	133

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	11	1	38	0	0	0	0	0	50
Students retained two or more times	0	0	0	4	1	2	0	0	0	7

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	60	53	38	62	56	30		
ELA Learning Gains				70			39		
ELA Lowest 25th Percentile				50			32		
Math Achievement*	31	66	59	39	58	50	33		
Math Learning Gains				70			31		
Math Lowest 25th Percentile				64			36		
Science Achievement*	57	58	54	28	64	59	32		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	50	63	59	54			52		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	189
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	1
ELL	38	Yes	1	
AMI				
ASN				
BLK	35	Yes	1	
HSP	37	Yes	1	
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	3	
ELL	51			
AMI				
ASN				
BLK	44			
HSP	52			
MUL				
PAC				
WHT				
FRL	51			

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	32			31			57					50
SWD	9			13			18				5	52
ELL	32			34			58				5	50
AMI												
ASN												
BLK	39			27			50				4	
HSP	30			31			58				5	49

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	33			32			60				5	55

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	38	70	50	39	70	64	28					54
SWD	5	36	39	8	51	55	6					55
ELL	38	71	50	41	69	60	25					54
AMI												
ASN												
BLK	30	64		33	68		23					
HSP	39	72	53	39	71	62	29					54
MUL												
PAC												
WHT												
FRL	38	70	49	38	70	64	29					53

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	30	39	32	33	31	36	32					52
SWD	5	22	18	12	31		8					45
ELL	30	43	38	37	32	40	36					52
AMI												
ASN												
BLK	24	44		14	22		28					
HSP	31	38	35	36	33	38	31					54
MUL												
PAC												
WHT												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	30	39	32	32	31	36	32					52

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	56%	-16%	54%	-14%
04	2023 - Spring	40%	58%	-18%	58%	-18%
03	2023 - Spring	16%	52%	-36%	50%	-34%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	28%	63%	-35%	59%	-31%
04	2023 - Spring	35%	64%	-29%	61%	-26%
05	2023 - Spring	32%	58%	-26%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	50%	-4%	51%	-5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends.

2023 FAST PM3 data indicates 3rd grade ELA proficiency is at 18%, a 9 percentage point decrease from the previous year. Students lacked prerequisite skills upon entry to third grade. This deficiency was due to various negative factors during the 2nd grade year. These factors included teacher turnover, where we lost a teacher in October and were not able to obtain a permanent replacement until much later in the academic year. These second graders were also affected by Covid as kindergarteners and as first graders they completed their academic year in dual-modality mode.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

2023 FAST PM3 data indicates fourth grade Math is at 34% proficiency, a 24 percentage point decline from the previous year. The loss of the veteran fourth grade teacher early in the school year negatively impacted this component.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA/Reading for third grade, at 18% proficiency, has the greatest gap when compared to the state average of 50% proficiency. Inconsistent and ineffective instruction in second grade, high number of ELL students, and first year, out-of-field ELA teachers in third grade contributed to this gap.

Which data component showed the most improvement? What new actions did your school take in this area?

5th Grade Science Assessment data demonstrates a 29 percentage point increase when compared to the previous year. With the increase being from 28% to 57%. Strategically grouping students in fifth grade to create more homogeneous groups allowed the science teacher to effectively use instructional time to increase rigor based on student need.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A potential area of concern is the high number of third grade retainees. Differentiated instruction will be effectively provided in conjunction with intervention to ensure remediation of learning gaps.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Santa Clara Elementary will continue to make ELA/Reading achievement school wide a priority with a targeted focus on third grade. Additionally, teacher development and retention are of primary concern for the future of our school. Building capacity within the school will contribute to overall student achievement in all areas.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 58% of 3rd grade students scored a Level 1 in ELA. Based on the data and the contributing factors of: high number of ESOL students, student readiness levels limit the ability to master grade level tasks, and novice teachers, we will implement the Targeted Element of Instructional Support/Coaching.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Instructional Support/Coaching, the percentage of 3rd grade students scoring a Level 1 will decrease by 5 percentage points to 53% as evidenced by the 2024 ELA FAST PM 3 scores.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Leadership Team meetings will include monthly data reviews to determine instructional coaching strategies and next steps to focus on. Coaching cycles will be conducted based on teacher need as determined by the Leadership Team. Administrators will participate in collaborative planning sessions and conduct follow-up walkthroughs with the instructional coach.

Person responsible for monitoring outcome:

Ramses Ancheta (pr4841@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of ELA, our school will focus on the Evidence-based strategy of: Instructional Support/Coaching. Instructional Support/Coaching will assist in building the capacity of novice teachers and assuring effective instruction is occurring consistently. Additionally, this strategy will foster collaboration and a shared goal of creating meaningful learning experiences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional Support/Coaching is an effective strategy for supporting teachers in their daily practice to improve student learning outcomes which directly translates to increased student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create an in-house Literacy Team meeting with the transformation coaches where a school-site plan will be developed to extract what Santa Clara ELA best practice instruction will look like across all grade levels.

Person Responsible: Ryan Jardine (296080@dadeschools.net)

By When: By, 9/1/23, the leadership team will develop the plan for an in-house Literacy Team meeting where Santa Clara ELA commonalities will be established.

Conduct the Literacy Team meeting with all ELA teachers to brainstorm the non negotiables/Essential 5 skills and procedures for all ELA classes.

Person Responsible: Ramses Ancheta (pr4841@dadeschools.net)

By When: By, 9/6/23, the transformation coaches will conduct the Literacy Team meeting and develop the Essential 5 skills/procedures that all ELA teachers will utilize in their classes.

Conduct walkthroughs with a focus on observing the Essential 5 skills/procedures throughout the ELA instructional blocks.

Person Responsible: Ramses Ancheta (pr4841@dadeschools.net)

By When: By, 9/29/23, the leadership team will conduct walkthroughs with a focus on observing the Essential 5 skills/best practices throughout the ELA instructional blocks.

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The SWD subgroup fell below the 41% threshold according to the Federal Index with a score of 32%. Specifically, the 2023 FAST ELA achievement for this subgroup was 8% indicating a critical need that must be addressed. As a result of this critical need, we will ensure that effective Differentiated Instruction (DI) is being delivered by a SPED teacher.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The SWD subgroup will experience an increase in proficiency as follows: from 8% in ELA to 13%, from 15% in Math to 20%, and from 16% in Science to 20% on 2024 FAST PM3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

In order to increase proficiency, data chats will be conducted with SPED teachers quarterly and instruction will be adjusted as needed to align to the students' IEP. Additionally, administration will conduct walkthroughs during the ELA block to observe differentiated instruction.

Person responsible for monitoring outcome:

Ramses Ancheta (pr4841@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Students with Disabilities, our school will focus on the Evidence-based intervention of: Differentiated Instruction (DI). DI will assist in closing the learning gaps for students and meet them at their instructional needs. The SPED teacher will deliver effective DI during the ELA and Math blocks and ensure that strategies are aligned to the students' IEPs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effective Differentiated Instruction is the process of tailoring lessons to meet each student's individual interests, needs, and strengths. This strategy increases engagement, provides for flexibility in learning, and specifically addresses students' needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create classes to cluster SPED students for effective support facilitation. As a result, support facilitation can occur with fidelity and fluidity during the ELA and Math DI blocks.

Person Responsible: Lissette Mendoza (250125@dadeschools.net)

By When: By 8/25/23, the administration team will create classes to cluster SPED students and SPED teacher schedules tied to the DI time blocks in ELA and Math.

SPED teachers will meet with general education teachers to review IEP accommodations. As a result, strategic specific learning strategies can be developed for the SWD group they service.

Person Responsible: Ramses Ancheta (pr4841@dadeschools.net)

By When: By 9/1/23, SPED teachers will meet with general education teachers to review IEP accommodations.

ELA Transformational Coaches will meet with SPED and General Ed teachers during collaborative planning to review student data. As a result, teachers will be able to align instructional materials, and effectively plan for Differentiated Instruction.

Person Responsible: Ryan Jardine (296080@dadeschools.net)

By When: By 9/29/23, the ELA Transformation Coaches will meet with SPED and General Education teachers during collaborative planning to review student data.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 School Climate Survey, 50% of teachers at the school site feel overloaded and overwhelmed. Sharing time with colleagues in team-building activities will serve to strengthen relationships and build trust and respect amongst employees. Having a reliable support system at work alleviates stress and promotes overall well-being and thus will address our Targeted Element of Teacher Retention and Recruitment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of team-building activities, we expect to see the percentage of teachers feeling overloaded and overwhelmed decrease by a minimum of 10 percentage points to 40% as evidenced by the 2024 School Climate Survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The school leadership team (SLT) will plan team-building activities to be conducted during one of the monthly faculty meetings. Team-building activities will be created and executed by the SLT to promote maximum interaction with varied staff.

Person responsible for monitoring outcome:

Ramses Ancheta (pr4841@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Teacher Retention and Recruitment, our school will focus on the Evidence-based intervention of: team-building activities. These activities will promote social interactions amongst colleagues to encourage connection and bonding and an overall positive work experience.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Good working relationships encourage productivity, reduce stress, and promote personal growth. Employees who feel motivated and supported at the work site, tend to stay and establish roots thus increasing teacher retention.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The SLT will develop and plan a team-building activity for the month of September.

Person Responsible: Lissette Mendoza (250125@dadeschools.net)

By When: By 9/1/23, the SLT will have decided on the team-building activity for September.

Following the September team-building activity, conduct a short survey to gauge teacher enjoyment, suggestions for future activities, and overall feedback.

Person Responsible: Lissette Mendoza (250125@dadeschools.net)

By When: By 9/29/23, the SLT will conduct a survey that will provide feedback to assist with planning the October team-building activity.

The SLT will create a centralized area to showcase team-building activity memories (pictures) to promote a sense of community and enjoyment.

Person Responsible: Liza Primelles (281300@dadeschools.net)

By When: By 9/29/23, teachers will be able to visit the showcase and peruse the pictures of the team-building activities that will also be shared via the school's WhatsApp communication group.

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 School Climate Survey, 50% of teachers at the school site feel that they are not receiving feedback on lessons. Increasing leadership visibility and accessibility through walkthroughs with timely feedback will build trust with staff and improve overall communication. A monthly rotating walkthrough calendar will be created and implemented by members of the leadership team. The rotating format will allow each teacher to be visited by different members of the leadership team. A system of feedback cards will be created so that leadership team members are able to give timely feedback in a consistent manner to all teachers. As a result, teachers will feel that they are receiving adequate feedback on lessons, thus addressing our Targeted Element of teacher feedback.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of leadership visibility and accessibility, we expect to see the percentage of teachers receiving feedback to increase by a minimum of 10 percentage points to 60% as evidenced by the 2024 School Climate Survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will conduct regular walkthroughs to increase visibility. The team will subsequently provide timely feedback to teachers to ensure that teachers feel they are supported and provided guidance on their professional growth.

Person responsible for monitoring outcome:

Ramses Ancheta (pr4841@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of teacher feedback, our school will focus on the Evidence-based intervention of: Leadership visibility and accessibility. This will build trust with staff, increase the frequency of teacher feedback and provide teachers with reassurance or guidance on adjustments needed to be made.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increasing leadership visibility and accessibility through classroom walkthroughs allows leadership teams to gather data on the quality of instruction in the schools. This data can then be used to identify areas of strengths and weaknesses so that resources can be allocated accordingly. Additionally, it promotes a shared vision/mission between administration and staff. It helps teachers feel supported and strengthens a positive school culture.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School leadership team will develop a rotating schedule for completing walkthroughs.

Person Responsible: Ramses Ancheta (pr4841@dadeschools.net)

By When: By 9/1/23, the leadership team will create a rotating schedule for completing walkthroughs.

After creating the schedule for walkthroughs, the leadership team will develop a note-taking method for gathering evidence during walkthroughs.

Person Responsible: Lissette Mendoza (lmendoza@dadeschools.net)

By When: By 9/8/23, the leadership team will implement the note taking evidence gathering tool for walkthroughs.

The leadership team will begin frequent classroom walkthroughs.

Person Responsible: Ramses Ancheta (pr4841@dadeschools.net)

By When: By 9/11/23, the leadership team will begin providing walkthrough feedback with teachers utilizing the feedback cards.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process that is in place to review school improvement funds is as follows: An ESSAC meeting is called and old/ new business is addressed with stakeholders, students, parents, and teachers. All parties are advised of the funding source that needs to be addressed and a vote is made as to whether it will be utilized as requested or if there are stipulations.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

On the 2023 STAR Literacy PM3, 27% of K-2nd grade students are proficient, more specifically 29% of kindergarten students, 18% of first grade students, and 34% of second grade students were proficient. The evidence-based strategy we will implement is think alouds. Think alouds are an effective strategy to increase reading comprehension. They provide students with a window into the self-monitoring questions a good reader asks during the reading process. It helps students become aware of their own thinking and how to use their thinking to increase their comprehension of the text. In a school with a high esol population like Santa Clara Elementary, think alouds are especially helpful because they show our esol students how to engage with the text. This strategy models the process of thinking about what you read which not only increases comprehension, but has the added benefit of assisting with language proficiency.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

On the 2023 FAST PM3 ELA assessment, 35% of 3rd- 5th grade students are proficient, more specifically 18% of third grade students, 48% of fourth grade students, and 49% of 5th grade students. The evidence-based strategy we will implement is anchor charts. Anchor charts are an effective way of encouraging student engagement. It is a way to capture the most important parts of a lesson and provide a resource that students can access when needed. Additionally, anchor charts are especially helpful for esol students because they provide visual cues that help these students better comprehend text. Given Santa Clara's high population of esol students, anchor charts will be especially effective in our classrooms.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of think alouds, an additional 8 percentage points of K-2nd students will score at grade level or above, increasing proficiency to 35% as evidenced by the 2024 ELA FAST PM 3.

Grades 3-5 Measurable Outcomes

With the implementation of anchor charts, an additional 5 percentage points of 3 - 5th grade students will score at grade level or above, increasing proficiency to 40% as evidenced by the 2024 ELA FAST PM 3.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrators will conduct walkthroughs with instructional coaches to observe implementation of the strategies:

think alouds and anchor charts. Data chats with teachers will be conducted on a quarterly basis to determine the impact of these strategies and to adjust instruction to meet student needs.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Ancheta, Ramses, pr4841@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

During collaborative planning with K-2nd ELA teachers, the instructional coach will focus on the evidence-based strategy of using think-alouds to improve reading comprehension. During collaborative planning with 3rd-5th grade teachers, the instructional coach will focus on using the evidence-based strategy of anchor charts to increase reading comprehension.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Think alouds help students learn to monitor their thinking as they read and improves their comprehension. Anchor charts provide students with a source to reference when working on their own and serve as reminders of prior learning.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>During 3rd-5th grade collaborative planning, instructional coach will introduce the evidence-based strategy of anchor charts and determine which benchmarks will be addressed with the anchor charts and what are the necessary components. A model will be provided.</p> <p>During K-2nd grade collaborative planning, instructional coach will introduce the evidence-based strategy of think alouds and model this strategy with the teachers.</p>	<p>Jardine, Ryan, 296080@dadeschools.net</p>
<p>Instructional coaches will conduct walkthroughs to observe the implementation of the evidenced-based strategies and their effectiveness.</p>	<p>Jardine, Ryan, 296080@dadeschools.net</p>
<p>Based on walkthroughs, instructional coaches will meet with administration to determine coaching cycles and support needed.</p>	<p>Jardine, Ryan, 296080@dadeschools.net</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

The school will share the SIP throughout the school year with stakeholders during meetings such as Opening of School's Meeting, Faculty Meetings, EESAC, Title I Annual Parent Meeting, and monthly Parent Academy meetings. Additionally, the SIP will be available via the school's website, i the main office, and Title I Parent Office for all stakeholders.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will utilize all types of communication with our stakeholders such as social media, school website, flyers, School Messenger, ClassDojo, and WhatsApp in an effort to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress. All parents will be invited to participate in school-wide events and join the PTA.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school has maximized its resources to include additional interventionists that will assist by providing intervention and enrichment to students in K-5th grades. Extended learning opportunities that include TALENTS afterschool program, Saturday Academy, Winter Academy, and Spring Academy will be available to students at no cost.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Not applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes