

**2024-25 SCHOOL IMPROVEMENT PLAN  
SANTA CLARA**

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

85 Was your school's total points on the most recent report card.

87 is the minimum score your school will need to demonstrate a 1% increase.  
(This number is based on a maximum score of 137 points)

**Based on your school report card's overall score, which area would make the most sense to prioritize in order to demonstrate a 1% increase?**

Answer: We will focus on increasing our growth score for the 2024-25 school year.

**POINTS WEIGHTED TO OVERALL SCORE**



■ Achievement	37% (56 points possible)	31 points earned
■ Growth	37% (56 points possible)	38 points earned
■ English Learner Progress	9% (13 points possible)	NA
■ Growth of the Lowest 25%	17% (25 points possible)	16 points earned

[View more info on the system >](#)

[View more info on the calculation >](#)

**Step 1: Determine your current level of performance. Look at your most recent, relevant assessment data.**

## FOCUS AREA 1: STUDENT LEARNING

### How are you currently assessing your progress in this area?

We assess student learning progress through state level testing (Acadience BOY,MOY, and EOY and RISE), along with WIN Time intervention data, Progress Monitoring data, and chapter tests. This data is reviewed at weekly PLC meetings and bi-monthly regrouping meetings.

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	27%	Provide small group instruction with skill-based strategic interventions. Use of adaptive software to provide another tier 2 intervention that can also be accessed at home and over the summer.
Students with disabilities	10%	Use of adaptive software to provide another tier 2 intervention that can also be accessed at home and over the summer. Provide tier 3 small group through special education. Provide small group instruction with skill-based strategic interventions.
Students identified as English learners	3%	Use Imagine Learning software daily. Provide daily tier 3 small group through our ESL teacher. Provide small group instruction with skill-based strategic interventions.
Students in major racial and ethnic groups	10%	Provide small group instruction with skill-based strategic interventions. Use of adaptive software to provide another tier 2 intervention that can also be accessed at home and over the summer. Increase the use of DOK level 3 & 4 questions to improve deep thinking and solving of multi-stepped problems.

### What tier 1 changes might help those subgroups and your school's level of performance?

Math Talks, group discussions, increased vocabulary instruction for academic language, increased use of DOK level 3 & 4 questions to improve deep thinking and solving of multi-stepped problems.

### What additional interventions might help those subgroups?

Math small group  
Math Acadians intervention

***This section is only for TSI Designated Schools :***

**What subgroup(s) designate your school as TSI?**

Hispanic student group

**How will your plan address the area that qualifies you as a TSI School?**

Provide more opportunities for Hispanic students to receive individualized instruction on skills not currently mastered based on six-week assessments. Provide small group instruction on math topics prioritized by the state as core standards (<https://drive.google.com/file/d/171uCURi-WyldBNsGQ102rwjOJMkTCZac/views=sharing>). Also, Small group literacy will be provided that aligns with the science of reading and 95% skills groups.

**What Tier 1 practices do you need to target/focus on? What coaching support will teachers need to make those changes?**

Anticipate student representations and misconceptions in the lesson planning stage. Present tasks that require students to represent their strategies and thinking in multiple ways. Create DOK level 3 and 4 questions to ask during whole group instruction. Use the Science of Reading to appropriately allocate time to phonics, comprehension, phonemic segmentation, and all other state recommended reading concepts. Our learning coach spends 30 minutes monthly with all veteran staff and 30 minutes weekly with all EYE teachers . During this time, they look over the WCSD Look-For Checklists and evaluate their own teaching, set goals, and plan activities to improve tier 1 instruction.

**FOCUS AREA 2: SAFE LEARNING ENVIRONMENT**

**How are you formatively assessing your progress in this area?**

PowerSchool Attendance data, PowerSchool log entries, and SEL/Wellness Room data

**List and link your school's data sources here:**

Description	Link
PowerSchool Attendance	<a href="https://powerschool.washk12.org/admin/home.html">https://powerschool.washk12.org/admin/home.html</a>
PowerSchool log entries	<a href="https://powerschool.washk12.org/admin/home.html">https://powerschool.washk12.org/admin/home.html</a>
SEL/Wellness Room Data	<a href="https://docs.google.com/spreadsheets/d/12xPym4rvUAO9RGCFkgOWdsuldSD0vUbu8eWUemmlQPc/edit?usp=sharin">https://docs.google.com/spreadsheets/d/12xPym4rvUAO9RGCFkgOWdsuldSD0vUbu8eWUemmlQPc/edit?usp=sharin</a>

## FOCUS AREA 3: LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL LEARNING

### How are you formatively assessing your progress in this area?

Monthly 1on1 visits between learning coach and teachers (bi-monthly for EYE teachers)  
 Faculty Surveys of needs  
 Weekly PLC Meetings

### List and link your school's data sources here:

Description	Link
Faculty Surveys of needs	<a href="https://forms.gle/BxeDshcdDDT2sCQs5">https://forms.gle/BxeDshcdDDT2sCQs5</a>
PLC Agendas	<a href="https://docs.google.com/document/d/1csZmFP_Bg4FAbBfRkKDiSByfDC2MhELZ8G8AQfTj80o/edit?usp=sharing">https://docs.google.com/document/d/1csZmFP_Bg4FAbBfRkKDiSByfDC2MhELZ8G8AQfTj80o/edit?usp=sharing</a>
Monthly team visits (Schedule)	<a href="https://docs.google.com/document/d/1ApRU_WwWW3H06my4zp4ZtqjVNkfp30t-JS5k3Qb3VwQ/edit?usp=sharing">https://docs.google.com/document/d/1ApRU_WwWW3H06my4zp4ZtqjVNkfp30t-JS5k3Qb3VwQ/edit?usp=sharing</a>
Monthly teacher visits (Schedule)	

**Step 2: Outline your school's specific, measurable goals for the year.**

**Step 3: Define specific actions your school must make and how you will measure their success.**

**Step 4: Define the funding source and estimated expenditures.**

**2024-25 BUDGET SUMMARIES**

**STATE LANDS TRUST FUNDING ESTIMATES**

Carryover from prior year		\$4,840.71
Distribution for 2024-25	+	\$67,720.12
Total Available Funds		<u>\$72,560.83</u>
Estimated Expenditures	-	<u>\$72,560.83</u>
Net Amount		\$0.00

Is SLT carryover from 2023-24 expected to exceed 10% of the school's 2023-24 distribution?

Yes

No

**TSSA FUNDING ESTIMATES**

Carryover from prior year		\$18,120.98
Distribution for 2024-25	+	\$98,454.28
Total Available Funds		<u>\$116,575.26</u>
Estimated Expenditures	-	<u>\$116,575.26</u>
Net Amount		\$0.00

Is TSSA carryover from 2023-24 expected to exceed 10% of the school's 2023-24 distribution?

Yes

No

**ALIGNING GOALS WITH 2024-25 BUDGET**

<b>PEERS GOAL #1</b>	K-5 students will show increased growth on the Acadience Pathways to Progress report from BOY to MOY and EOY by 5%. K-5 students will know their grade level Essential Math Standards at the End of the Year May 2025.	
<b>FOCUS AREA</b>	<b>1. STUDENT LEARNING</b>	
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>MATHEMATICS</b>	
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>ENGLISH / LANGUAGE ARTS</b>	

**How will you measure whether this action step had a positive impact on student learning?** *(This must be tied to your goal.)*

	<b>Action Steps / Expenditure Description</b>	<b>Expenditure Category</b>	<b>Funding Source</b>	<b>Estimated Cost</b>
Acadience testing.	1 Hire classified and certified staff for the 2024-25 school year to help run small math groups, reading groups, and assist in larger classrooms needing math and English supports.	Salaries & Benefits	SLT TSSA	\$62,393.21 \$92,216.07
	2 Purchase Technology. We will purchase, teacher computers to help guide math and English lessons, Chromebook for student use, projectors, and other technology that assists in teaching math and English lessons in a class.	Technology Related Supplies	SLT TSSA	\$2,317.62 \$8,589.76
	3 Purchase classroom software such as Reflex Math licenses, ALEKS licenses, and Studies Weekly.	Software	SLT	\$5,000.00
	4 Provide funds for summer math and reading tutoring along with opening the library once a week for students to check out books during the summer.	Salaries & Benefits	SLT TSSA	\$150.00 \$448.75
	5 Books for take home library, decodable readers, and classroom libraries and supplies to organize the books.	Books, eBooks, Curriculum Supplies	SLT SLT	\$2,000.00 \$700.00
				<b><u>\$173,815.41</u></b>

<b>PEERS GOAL #2</b>	Provide students with weekly counselor lessons, one-on-one SEL support, and small group social skills groups.
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**How will you measure whether this action step had a positive impact on student learning?** *(This must be tied to your goal.)*

	Action Steps / Expenditure Description	Expenditure Category	Funding Source	Estimated Cost
Wellness room visits, individual counselor sessions request per month by students, and office referrals for problems students can not resolve.	1 Subsidize School Counselor's Salary.	Salaries & Benefits	TSSA	\$15,320.68
				<b><u>\$15,320.68</u></b>

**If additional funds are available for TSSA, how will the school spend the funds to implement the goals in this plan?**

We will use additional fund to purchase technology such as chromebooks, calculators and projectors.

**Provide an explanation of how your school will publicize its plan.**

School website.