

San Angelo Independent School District

Santa Rita Elementary

2020-2021 Campus Improvement Plan



Mission Statement

The mission of San Angelo Independent School District is to engage all students in a relevant and inspiring education that produces future-ready graduates.

Vision

In Pursuit of Excellence

Goals

The district goals for 2018-2021 are to:

- **Provide student achievement at the highest levels.**
- **Prepare students to graduate San Angelo ISD college and career ready.**
- **Maintain fiscal responsibility and design/implement a facilities plan that addresses current and future needs of the district in order to fulfill the vision, mission, beliefs, and goals adopted by the board.**
- **Improve communication between all stakeholders and the district.**
- **Secure and retain an effective staff that is reflective of and responsive to the District's student body.**
- **Sustain a safe and secure environment.**

Value Statement

Core Beliefs

We believe student achievement is our highest priority and core principle for all decisions that impact the district.

We will engage high-yield and research based instructional strategies, provide viable aligned curriculum, eliminate achievement gaps, and offer rigorous advanced curriculum, in order that all students reach their highest potential and learn regardless of ethnicity, socio-economic background, gender, native language, special needs, or area of residence.

We believe equitable allocation of resources ensures each student will have the opportunity to become a capable, productive and contributing

citizen.

We will be responsible stewards of local, state, and federal resources. To ensure a positive climate of academic achievement and student success, we will create and implement programs and processes that address the needs of students and staff.

We believe stakeholder partnerships are vital links to student achievement and essential connections that foster student success.

We will actively engage, communicate with, be responsive to, and seek input and participation from all stakeholders including parents, grandparents, guardians, caregivers, businesses, elected and appointed officials, military, civic and faith-based organizations, institutions of higher education, medical and social service agencies, district leadership, staff, and students.

We believe in the value of each employee, in his/her personal and professional growth and empowerment to ensure academic achievement and student success.

We will invest in highly qualified human capital, engage them in professional learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

We believe all students learn best in a safe, supportive, and secure environment.

We will provide facilities management for the safety of students and staff. We will ensure that learning and work environments are stable and our discipline policies are conducive to student achievement and success.

Comprehensive Needs Assessment

Demographics

Demographics Summary

During the 2019-2020 school year, an average of 411 students were enrolled at Santa Rita in grades K-5. Enrollment has remained relatively stable over the past three years. The information listed below is from current Texas Assessment Performance Rating System (TAPR) Reports, current Public Education Information Management System (PEIMS) Demographic reports, and the district budgetary projections. Updates will be added when TAPR Reports are released.

Programs

<i>School Year</i>	<i>Total Enrollment</i>	<i>ESL</i>	<i>BI</i>	<i>G/T</i>	<i>AR</i>	<i>ED</i>	<i>Sp. Ed.</i>
2017-2018	390	1	2	18	146	152	18
2018-2019	372	2	0	15	130	141	30
2019-2020	411	3	3	31	113	156	45

Ethnic Distribution

<i>School Year</i>	<i>Total Enrollment</i>	<i>African American</i>	<i>Hispanic</i>	<i>White</i>	<i>Native American</i>	<i>Asian/ Pac. Islander</i>	<i>Multi-Race</i>
2017-2018	390	9	155	216	1	0	0
2018-2019	372	5	141	217	0	0	2
2019-2020	411	6	161	232	0	0	9

Demographics Strengths

Santa Rita is a Title I Campus. It is a Gifted and Talented Magnet Campus for Kinder through 5th grade. Campus teachers all meet the district requirement of 30 hrs or more training in gifted education. These grade level teachers use the Gifted and Talented Process Standards to support assignments. Gifted students also work in groups that support project-based activities supported by the curriculum promoting student achievement. They also participate in the Texas Easearch Institute for Young Scholars. Our Economically Disadvantaged population is approximately 37.9%. Our At-Risk Population is approximately 37.4%. Our LEP population is approximately .73%. Our ethnic distribution is 56.45% White/Non-Hispanic, 39.17% Hispanic and % 1.46% African American. Title I money is utilized to continue funding a full time Instructional Coach (IC) for the 2019-2020 school year. This employee is utilized to ensure our students on RTI (Response to Intervention) Levels II and III received the proper interventions to accelerate needed instruction. She also collects and analyzes data from district benchmarks, curriculum checks, I-Station, and Education Galaxy to progress monitor. STAAR Results are also disaggregated to support deficits in grades 3-5. The Instructional Coach works with the Kindergarten -5th grade teachers to implement rotations to support instructin. Our

Instructional Aide also supports intervention strategies according to the district Response To Intervention (RTI) plan. All grade level teachers and aides work with groups of students in reading and math. Below level students are in small group settings to promote academic success. The IC assisted grades 3-5 with small group intervention to support struggling students. The IC supported the implementation of the Level Literacy Intervention program.

Santa Rita receives State Comp Ed funds to support students through the positions of a School Service Worker, and an Aide position.

Student Achievement

Student Achievement Summary

The campus Met Standard by the Texas Education Agency for STAAR for the 2019 - 2020 school year. This rating was carried over from the previous year due to the COVID Pandemic. We primarily use TAPR Reports, STAAR/Benchmark, MAP scores to discern strengths and needs. K-5 use I-Station, Scholastic NSGR, and Education Galaxy assessment data to monitor student progress. In addition, classroom teachers use daily and weekly formative assessments, exit tickets, diagnostic assessments and benchmark tests in 1st-5th grades to continually assess student progress. The Principal and Instructional Coach meet regularly with grade level teachers to review student progress and discuss areas of need during Professional learning Communities (PLCs). Instructional and financial adjustments are made as necessary and appropriate.

Instructional aides are used in certain grade levels according to student need. In most cases, aides work in the classroom with small groups of students and work with groups during RTI rotations. Their involvement with students prove to be a valuable asset to student performance.

Our teachers regularly incorporate Robert Marzano’s Instructional Strategies, Thinking Maps, and Bloom's Taxonomy for depth and complexity to support student learning. Teachers use common mnemonic devices and other effective instructional strategies daily in instruction to promote success. Our campus has benefited greatly from annual administrative walk-throughs. Professional Learning Communities promote communication and effective teaching practices in the classroom. Grade level teams in grades K-5 meet weekly to discuss student achievement. Time To Teach, Panorama, Emergentry, and Second Steps are used to support social emotional learning and classroom management at the campus to promote positive discipline.

Student Achievement Strengths

We use the district curriculum/instructional framework and resources, TEKS Resource System, and district resources available in Eduphoria to support student achievement. We are also using Panorama to support a well rounded students.

- Math and Science are strengths in 5th grade

School Year	Accountability Rating	Student Achievement	School Progress	Closing the Achievement Gap	ELAR	Math	Science	Academic Growth	Post Secondary Readiness
2017-2018	Met	Met/83	Met/77	Met/84					
2018-2019	A	A/91	B/88	A/92	Y	Y	Y	Y	Y
2019-2020	A	A/91	B/88	A/92	Y	Y	Y	Y	Y
2020-2021									

School Culture and Climate

School Culture and Climate Summary

A culture of success is developed through a mutual respect felt by everyone within the Santa Rita School Community. Throughout the year there are many opportunities to foster the Seven Habits of a Highly Effective Falcon.

These Include: Spirit Days, Open HOuse, Grandparent's Day, Veteran's Day, Fall Festival, School Assemblies (in non-pandemic years) that share A and A/B Honor roll students and Attendance awards, POPS Concerts - (Power of Positive Students) showcasing musical and physical talents with the campus and parents each quarter.

Santa Rita will continue family involvement opportunities throughout the year, as much as possible due to safety precautions for COVID. We have done many of these virtually using recordings from classroom teachers.

Panorama surveys will continue to be utilized to help improve our partnerships with families at Santa Rita Elementary.

Our goal is for Santa Rita parents and community to always feel welcomed and valued as contributors to our school both academically and not just feel like guests on our campus. The more voice and choice we give our Santa Rita families, the more we can use their feedback to create the best learning environment for our students.

We strive to honor the hopes and dreams of our students.

School Culture and Climate Strengths

School culture and climate play an important role in the success of academic achievement. The campus leadership team will model positive behavior and build relationships with all staff. A problem solving culture will be encouraged through PLC meetings, staff meetings, and individual conversations. Second Steps will be implemented throughout the year and supported by all staff. Social Emotional Learning will be supported by all staff and information will be entered into Panorama to support the communication with all stakeholders including parents.

During the pandemic of COVID, we will continue to celebrate student success and progress toward campus goals through the morning show. We will continue to strive in building positive relationships and partnerships with our parents. We will continue to strive for excellence supporting the district motto of "In Pursuit of Excellence".

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district has a reputation for hiring and retaining exceptionally talented and dedicated employees. Our campus is an extension of that rule. As previously stated, campus teachers all meet the district requirement of 30 hrs or more training in gifted education. We have 18 of our 19 teachers ESL-Certified teachers that continue to receive annual updates in training. All teachers and instructional aides are considered “highly qualified” according to state standards. Title 1 funding for the 2019-2020 school year will allow opportunities to continue to grow and strengthen the campus's areas of need.

Teacher Ethnicity Report

School Year	Native American	Asian/Pac. Islander	African American	Hispanic	White	Multi Race
2017-2018	0	0	0	2	24	0
2018-2019	0	0	0	3	23	0
2019-2020	0	0	0	4	22	0

Teacher Experience Report – Current Year

Beginning Teachers	3	
1 – 5 Years Experience	6	
6 – 10 Years Experience	6	
11 – 20 Years Experience	6	
Over 20 Years Experience	5	

Average Class Size – General Education

School Year	K	1	2	3	4	5
2018-2019	16	22	18	21	18	20
2019-2020	17	17	18	20	18	20
2020-2021						

Staff Quality, Recruitment, and Retention Strengths

- Highly qualified in gifted and talented
- ESL- certified teachers
- Retention of experienced, quality teachers
- Hiring of gifted, motivated teachers
- Average class sizes below district and state averages
- Regular grade level planning time and monthly grade level meetings with campus administration
- Vertical alignment meetings
- RTI tracking documentation/Panorama
- Professional learning – current, relevant, and teacher-requested
- Mentoring for new teachers
- PLC - Professional Learning Community Implementation
- CBAS - teachers vested in the Accountability of the campus and the district using the accountability engine.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district has created aligned curriculum documents utilizing its curriculum writers and shared them with all of its stakeholders. We use the Year at a Glance - the YAG - to drive instruction. All grades use a variety of tools to drive instruction. Resources are chosen based on research-based practices and district initiatives. Teachers focus on the High Priority Learning Standards as well as the Readiness and Supporting Standards as outlined in our curriculum documents and supported by Lead4ward.

Tools utilized to support instruction and assessment:

- Design Qualities
- Learner Profile
- Teacher Profile
- TEKS Resource System
- MAPS data and the Learning Continuum
- I-Station/Individualized activities/ISIP
- Education Galaxy
- NSGRA/Running Records/Guided Reading
- MTSS
- Panorama
- Second Steps/Growth Mindset
- Unit Assessments
- Math Solutions
- Think UP Math

Curriculum, Instruction, and Assessment Strengths

Our Falcon team has critical team members that support curriculum and instruction.

Counselor - incorporates Second Steps Curriculum and supports Panorama to meet student needs from campus surveys.

Instructional Coach - supports curriculum initiatives dictated by the Curriculum and Instruction Team, supports campus learning walks with the principal to promote discussions driving instruction in all classrooms.

School Service Worker - supports attendance and home visits to meet needs of families who may not be closely connected to the school.

Use of Data Walls at each grade level to promote success and student ownership of the learning. Data is discussed in PLCs to drive instruction. Our goal is student success for all learners.

Continued Focus on Design Qualities and the Learner Profile

Parent and Community Engagement

Parent and Community Engagement Summary

The campus strongly believes in home/school collaboration. Without it, we can hope to achieve only a fraction of our potential. Therefore, we plan parental involvement activities, encourage parents and adults to participate in Volunteers in Public Schools (VIPS), we invite parents to serve on the campus Site-Based Decision Making (SBDM) Committee. This year is an exception due to the COVID Pandemic for all who would be considered visitors to the campus.

Our PTO is very active and works closely with the school to assist in activities that encourage student/parent participation. PTO also supports the school to enhance the experiences of the students by providing educational field trips and hands-on experiences promoting student achievement.

Victory Christian Church - "adoption benefits" include a lunch for teachers, assistance with campus activities, and monthly teacher treats.

- ASU Students
- ASU Math and Reading Practicum students assisting and learning in the classrooms
- San Angelo Symphony
- United Way - participation in fund raising campaign
- West Texas Rehab Center - provides occupational and physical therapy services to students
- San Angelo Schools Foundation - participation in annual fundraising campaign
- Food for Kids Program - weekend food items provided to students in need
- San Angelo Police Department - DREAM Program
- Alcohol and Drug Abuse Council of the Concho Valley – participation in campus activities during the Red Ribbon Week campaign to promote a drug-free lifestyle
- Foster Grandparents

Parent and Community Engagement Strengths

- Quality, highly attended parent involvement activities such as Meet the Teacher, Open House, Mother's Day Tea, Dads and Donuts, Moms and Muffins, Grandparents and Cookies, Santa Rita Fine Arts Academy, Texas Research Institute for Young Scholars TRIYS, Annual Christmas Tree Lighting and Santa Rita Walk-a-Thon
- High number of volunteer hours
- Fundraisers to purchase additional materials for students and teachers
- E-School Plus – allows parents web-based access to their children's grades
- Collaboration, partnering, and communication with parents through phone calls, conferences, email, and informational meetings

The relationship with our community supports our teaching of students to give back to the community. We will continue to build upon this relationship as we also work through dealing with the COVID Pandemic.

School Context and Organization

Technology

Technology Summary

We recognize the fact that the students we serve are increasingly “techno-savvy”, and that we must infuse our lesson plans and other daily activities with a variety of technology resources in order to gain and hold student attention. The use of technology also assists in meeting the needs of our non-traditional learners. We use Learning.com, STEMscopes, I-Station, Imagine Math, and Education Galaxy to promote the use of technology and to support keyboarding skills. We are utilizing Google Classroom and various Apps using IPADs in K- 5th grade to enhance exposure, opportunities for research and learning in regards to technology. We have learned and implemented Schoology to support learning in virtual situations that are being dealt with due to the COVID Pandemic. Students also have access to the STEAM lab every day to experience various technology activities. Also, 3rd-5th grade students have access to ZSpace. This is a new and innovative way to support student learning through a Gifted and Talented lens.

Technology Strengths

- Kinder -5th Grades have 1 to 1 devices available to all students. Kindergarten and 1st grade students use IPADS while 2nd - 5th use Chromebooks
- Student computers in classrooms in which teachers choose to have them. They support work stations in the event that the assigned technology devices are not functioning properly.
- Ladibugs, InFocus projectors, and other devices in each classroom
- Education Galaxy
- Staff participation with district initiative of "PD in Your Pajamas"
- Use of web-based information management systems - E-School Plus, United Streaming and curriculum aides such as the Teacher Access Center
- Use of Schoology to support virtual learning - all grades have learned these strategies
- ZSpace devices - implementation of lessons using ZSpace in Science and Math.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data




- Parent surveys and/or other feedback







Goals

Goal 1: Provide student achievement at the highest levels.

Performance Objective 1: By 2020-2021, the campus will meet the criteria to be within the top 5 elementary peer groups in each subject area according to NCEA, will meet the STAAR Distinctions according to the Texas Education Agency, and the achievement gap among the sub population groups will be continually reduced on the STAAR assessments.

Evaluation Data Sources: Increase the number of Met Standard campuses from the previous school year in the district.






<p>Strategy 1: 1.1.1 Provide information and continue training on "Effective, Instructional Strategies" approved by the C&I department for teachers new to the district.</p> <p>Strategy's Expected Result/Impact: Staff development rosters</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, grade level teachers, Assistant Superintendent of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: 1.1.2 Teachers use effective instructional strategies and data such as TEKS Resource System, Thinking Maps, Lead4ward stem and verbs (DOK), along with Marzano's Mastery Learning Strategies, Learner Profile, Design Qualities, and Panorama.</p> <p>Strategy's Expected Result/Impact: Lesson plans, walk through logs, T-TESS, improved STAAR scores</p> <p>Staff Responsible for Monitoring: Walk-Through Team and Principals</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: 1.1.4 Provide teachers with materials on how the district curriculum can be taught through "best practices" by publishing examples of expectations</p> <ul style="list-style-type: none"> * TEKS Resource System * NCEA, Best Practices with regard to research * Professional Learning Communities (PLC's)- grouped with four other campuses to support best practices. <p>*Lead4ward</p> <p>*Response to Intervention (Rtl)</p> <p>*NSGRA/Running Records</p> <p>*Schoology</p> <p>*Math Solutions, Number Talks, Math Talks,...</p> <p>*Fountas and Pinnell *STEMscopes</p> <p>*Studies Weekly</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores; access to published best practices through the Eduphoria; sign in sheets for training sessions, and Protocol Agendas</p> <p>Staff Responsible for Monitoring: Principal and Instructional Coach</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 4: 1.1.5 Require teacher-made test items to be tied and coded to TEKS with parallel questions from STAAR test and assessments aligned to written curriculum, use CBAs at teacher discretion, provide exit tickets/formative assessments to inform instruction. Use data to drive instruction and RTI.</p> <p>Strategy's Expected Result/Impact: Analysis of teacher made tests results in improved STAAR scores, Principal and IC checking teacher-made tests by example of the Common Formative Assessment/Exit tickets</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, and Chief of School Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: 1.1.6 At teacher discretion, CBAs will be administered, and Exit tickets will be utilized to show strengths and weaknesses. RTI will be used to enhance learning in those areas.</p> <p>Strategy's Expected Result/Impact: Common tests developed, administered, and scored at the appropriate time for the appropriate level</p> <p>Staff Responsible for Monitoring: Teachers, Principal, and Instructional Coach</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 1: Provide student achievement at the highest levels.

Performance Objective 2: By 2020-2021, all of the gender, ethnicity, socio-economic, and language gaps in the special population program placements will be narrowed.

Evaluation Data Sources: The TAPR Report will indicate sub-population gaps are narrowed.

<p>Strategy 1: 1.3.1 Provide campus support for assessment, administration, development, and data disaggregation to monitor all students, including special population student progress and involvement in campus.</p> <p>Strategy's Expected Result/Impact: Disaggregated data reports; student participation rosters; reports from Eduphoria and TAPR report. Guided Reading Assessment, MAP results, IStation will be used to analyze data.</p> <p>Staff Responsible for Monitoring: Counselors, Campus Diagnostician, Special Education Teacher, Principals, Instructional Coach, and Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: 1.3.2 Analyze needs assessment for gaps and inequities in instruction for special populations and sub-populations</p> <p>Strategy's Expected Result/Impact: Protocol agendas, campus visits, principal's documents of campus STAAR scores disaggregation, staff development needs, and comprehensive needs assessment</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach, Special Education Teacher, and Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: 1.3.3 Increase the passing rate of STAAR-testing students with disabilities</p> <p>Strategy's Expected Result/Impact: Data collection from the TAPR Report</p> <p>Staff Responsible for Monitoring: Diagnostician, Special Education Teacher, Principals, Instructional Coach and Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: 1.3.4 Reduce the performance gap in scores between performance of special and regular education students; including underserved populations such as ESL/Bilingual and students with Dyslexia.</p> <p>Strategy's Expected Result/Impact: Aligned STAAR scores among sub-populations as evidenced from TAPR Reports compared from year to year and comprehensive needs assessment. Analyze MAP scores to provide specific needs.</p> <p>Staff Responsible for Monitoring: Special Education Teacher, Principals, Instructional Coach, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: 1.3.5 Increase the number of underrepresented students in the Gifted and Talented program. Increase the opportunity for students to transition into middle school and participate in AP/Pre-AP Programs.</p> <p>Strategy's Expected Result/Impact: PEIMS Report designating sub-populations in the Gifted and Talented program. Use data to differentiate for high-level learners.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Instructional Coach and Teachers</p>	Formative Reviews		
	Nov	Feb	May
			






Strategy 6: 1.3.6 Provide RTI training for all staff who work with students who are two or more instructional levels behind (at-risk students) Strategy's Expected Result/Impact: STAAR scores meeting district/campus goals Staff Responsible for Monitoring: Principal, Instructional Coach, Counselor, and Classroom Teachers Comprehensive Support Strategy	Formative Reviews		
	Nov	Feb	May
			
Strategy 7: 1.3.7 Provide reading intervention to all struggling students to improve, enrich, and strengthen reading literacy and comprehension Strategy's Expected Result/Impact: Fewer students functioning below grade level , and higher reading literacy Staff Responsible for Monitoring: Principal, Instructional Coach, Classroom Teachers and Tutors	Formative Reviews		
	Nov	Feb	May
			
Strategy 8: 1.3.8 Provide early intervention strategies through counseling and behavior modification sessions to reduce major behavior referrals. Use schoolwide behavior plan/program consistently. (2nd Steps program, Teach To's, MTSS,....) Strategy's Expected Result/Impact: Reduced Numbers of office. Staff Responsible for Monitoring: Principal, PIT Crew, School Service Workers, Counselor, Special Education Teacher, and Classroom Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Nov	Feb	May
			
Strategy 9: 1.3.10 Evaluate all students and determine which accelerated program(s) will meet the needs of the students in all sub-population groups * Summer school * Tutoring Strategy's Expected Result/Impact: STAAR scores for all students showing mastery level , clubs to meet differentiated needs and interests, STEAM lab to enrich and allow for creative thinking. Staff Responsible for Monitoring: Principals, Classroom Teacher, Special Education Teacher, and Instructional Coach, Library Aid	Formative Reviews		
	Nov	Feb	May
			
Strategy 10: 1.3.11 Provide additional support for schools through: Counselors, Teachers, Instructional Coaches Strategy's Expected Result/Impact: Compare At Risk students' STAAR scores and/or attendance rates from year to year Staff Responsible for Monitoring: Chief of School Leadership and Principal	Formative Reviews		
	Nov	Feb	May
			
Strategy 11: 1.3.12 Provide Title I, Part A services to campus which has 45% or more of the students on free or reduced lunches. Full Time Employees (FTE) will be funded by State Compensatory Education (SCE) to enhance the overall instructional program to meet the required state student assessment standards Strategy's Expected Result/Impact: Compare STAAR scores from year to year to determine increased student success and measure progress Staff Responsible for Monitoring: Special Programs Director and Principal	Formative Reviews		
	Nov	Feb	May
			








<p>Strategy 12: 1.3.13 Provide the following Bilingual Education/ELL strategies for campus teachers to ensure that all LEP students, from K-5, master the district standards:</p> <ul style="list-style-type: none"> * Differentiate and Modify instruction * Appropriate pacing of curriculum content * Provide materials appropriate to the level of English proficiency * Provide a wide variety of curriculum materials, manipulatives, and technology for the beginner, intermediate, and advanced English proficiency levels <p>Strategy's Expected Result/Impact: Increase student success as measured by portfolios, diagnostic, and alternative assessments, PreLAS and LAS tests, I-Station, and Tejas Lee by 2% each year. Report from principals to Executive Director of Schools in meetings for ELL/Bilingual population, Rosetta Stone, Making Meaning</p> <p>Staff Responsible for Monitoring: Principal, Counselor, and Instructional Coach</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 13: 1.3.14 Provide consultants to work with Bilingual and ELL staff to implement effective teaching strategies</p> <ul style="list-style-type: none"> * Balanced literacy * ELPS training * LPAC * High Yield Strategies/Effective Instructional Strategies <p>Strategy's Expected Result/Impact: Increase student success as measured by portfolios, diagnostic and alternative assessments, PreLAS and LAS tests, I-Station, and Tejas LEE</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach, Counselor, Education Service Center</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 14: 1.3.21 Ensure students equitable access and opportunity to participate in and benefit from high-quality practices</p> <p>Strategy's Expected Result/Impact: Participation in Fine Arts Museum, Literacy Night, Math and Science Night, 24 Challenge, TRIYS, Clubs, Science Showdown, Little Olympics, after school enrichment, STEAM lab, Pops Concert, grade level plays, educational field trips, technology team, STARBASE.</p> <p>Staff Responsible for Monitoring: Principals, and GT Grade Level Teachers</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 15: 1.3.23 Establish college-going atmosphere on campuses K-5.</p> <p>Strategy's Expected Result/Impact: College paraphernalia in form of posters, flags, reinforcers and information to parents. Partnership with ASU Biology, Physics, Math, and Chemistry Departments. College spirit day each Wednesday.</p> <p>Staff Responsible for Monitoring: Principals, Counselor, Instructional Coach and Teachers.</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Provide student achievement at the highest levels.

Performance Objective 3: In 2020-2021, a comprehensive curriculum management plan will be sustained for all students: a feasible, rigorous, and precise set of curriculum student expectations aligned to high stakes assessments, aligned district assessments for both diagnostic and summative purposes, aligned record keeping approaches in the four academic core areas (other than elective courses), and a Mastery Learning approach using powerful instructional practices in curriculum delivery with frequent monitoring/coaching of the curriculum and instructional delivery.


Evaluation Data Sources: Improvement on STAAR to the level that by 2020-2021 student subgroups will score 75% or better. Campuses will provide documented evidence showing the use of student assessment data through campus assessments and local data shared within the district.


Strategy 1: 1.4.1 Implement district comprehensive curriculum management plan Strategy's Expected Result/Impact: Walk-Throughs, Lesson Plans, T-TESS, Eduphoria Staff Responsible for Monitoring: Principal, Instructional Coach, and Teachers	Formative Reviews		
	Nov	Feb	May
			
Strategy 2: 1.4.2 Utilize data in CNA and continue with a comprehensive assessment of delivery of the curriculum at Santa Rita Strategy's Expected Result/Impact: lesson plans , NSGR, IStation, CBAs Staff Responsible for Monitoring: Principals, Site-Based Decision Making Committee	Formative Reviews		
	Nov	Feb	May
			
Strategy 3: 1.4.3 Utilize grade level/subject area teams to monitor the K-5 curriculum for gaps and duplication Strategy's Expected Result/Impact: Communications from teachers for ways to improve weak areas targeted by STAAR data at grade level meetings and teaming meetings Staff Responsible for Monitoring: C&I department, Principal, Instructional Coach, and Classroom Teachers	Formative Reviews		
	Nov	Feb	May
			
Strategy 4: 1.4.4 Diagnostic assessments should be aligned with the written curriculum Strategy's Expected Result/Impact: Diagnostic and state assessment results Staff Responsible for Monitoring: Curriculum Writers, Principals, Instructional Coach, Classroom Teachers	Formative Reviews		
	Nov	Feb	May
			
Strategy 5: 1.4.7 Ensure that staff development planning includes strategies for delivering challenging and relevant curriculum as well as strategies for monitoring the level of challenge and level of learning Strategy's Expected Result/Impact: Staff development plan for campus, staff development sign in sheets, Math Solutions, Scholastic Training for NSGR, Thinking Maps, MAP data, Fountas and Pinnell Staff Responsible for Monitoring: Assistant Superintendent of Human Resources/Staff Development, Principals, Instructional Coach	Formative Reviews		
	Nov	Feb	May
			


<p>Strategy 6: 1.4.8 Train core instructional staff to use pacing guides, scope and sequence, and curriculum guides from Eduphoria (YAG) and Curriculum Calendar Scope and Sequence.</p> <p>Strategy's Expected Result/Impact: Walk-Throughs, classroom visits and lesson plans, sign in sheets at meetings/trainings</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 7: 1.4.11 Utilize Chromebooks and iPads and current apps and strategies to integrate and immerse TEKS-based or Learner Profile related apps that build student mastery of information/technology literacy skills incorporating the design qualities.</p> <p>Strategy's Expected Result/Impact: Technology strategies are found within the core curriculum guides, Learning Walks, and lesson plans, support with instructional coach and instructional technology leaders</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Campus Tech Representative</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 8: 1.4.17 Provide services to students in need of academic assistance through the RtI process.</p> <p>Strategy's Expected Result/Impact: Student RtI records</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach and Classroom Teachers</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			


Goal 1: Provide student achievement at the highest levels.


Performance Objective 4: In 2020-2021 all curriculum programs and resources will be aligned with district expectations and are congruent with one another. The process to review all proposed new programs will be set into motion using the procedures prior to submission to the Board. Current programs will be systematically evaluated on a five-year cycle to determine continuation, modification, or termination of the program.

Strategy 1: 1.5.1 Campus funds will be used to purchase resources that align with district curriculum Strategy's Expected Result/Impact: Documentation of Site-base Meeting and District Curriculum Committee, used vertically to align with fidelity Staff Responsible for Monitoring: Principal, Site-Based team	Formative Reviews		
	Nov	Feb	May
			

 No Progress

 Accomplished






 Continue/Modify




 Discontinue



Goal 1: Provide student achievement at the highest levels.

Performance Objective 5: A sound, focused staff development plan is in place to enhance effective curriculum delivery that improves the performance of all students, including special education, LEP, and migrant, and those identified as at risk.

Evaluation Data Sources: A well-planned staff development program will result in increased student performance and a reduction in the at risk student population.

<p>Strategy 1: 1.6.1 Review and revise the mission for the staff development program</p> <p>Strategy's Expected Result/Impact: Mission statement complete</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Resource/Staff Development, Public Information Officer, and Assistant Superintendent of Curriculum & Instruction</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: 1.6.2 Train all instructional staff on effective instructional teaching strategies</p> <p>Strategy's Expected Result/Impact: observations of successful implementation, improved scores, Learning Walks, copies of staff development information</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Resources/Staff Development, Assistant Superintendent of Curriculum & Instruction, Public Information Officer, Principals and Instructional Coach</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: 1.6.3 Schedule staff development for teachers with a primary focus on TEKS and STAAR teaching strategies in core subjects and based on student achievement data</p> <p>Strategy's Expected Result/Impact: improved STAAR scores, training evaluations, and comprehensive needs assessment, PLC Meeting sign in sheets</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Resources/Staff Development, Curriculum Team, Public Information Officer, Principals and Instructional Coach</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: 1.6.4 Provide staff development related to the instruction of students with disabilities that is designed for educators who work primarily outside the area of special education</p> <p>Strategy's Expected Result/Impact: Sign in sheets for attendance, training evaluations, and on line registration</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Resources/Staff Development and Director of Special Education</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: 1.6.6 Provide training for ARD interpreters in the ARD process, confidentiality, guidelines for interpreting, etc.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, lists of trained interpreters (maintained by special education department)</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 6: 1.6.8 Provide an overview of curriculum and instruction implementation to all non-instructional staff</p> <p>Strategy's Expected Result/Impact: Sign in sheets</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 7: 1.6.10 Provide staff development of Chapter 89 (Bilingual/ELL) guidelines</p> <ul style="list-style-type: none"> * BE and ELL practices * Testing procedures * Criteria for the identification and placement of LEP students * Bilingual Exception Mandates * Appropriate Exit Criteria * Training for LPAC members * Training for all personnel responsible for administering and score assessments such as Tejas Lee, RPTE, TOP, LAT, Terra Nova, and LAS * Teacher certification for BE and ELL <p>Strategy's Expected Result/Impact: Increased student success as measured by</p> <ul style="list-style-type: none"> * Portfolio assessment * STAAR practice tests * Pre-LAS and LAS pre- and post-tests, RPTE, TOP, LAT, and Terra Nova * I-Station in English/Spanish (Tejas Lee) * Staff development calendar, schedule, agendas, attendance rosters, and evaluations <p>Staff Responsible for Monitoring: Director of Bilingual & English Language Learners, and Principal</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 8: 1.6.11 Train instructional staff in the following areas:</p> <ul style="list-style-type: none"> * Pre-referral strategies * Transition * Parental Involvement * Parent Conferencing * Crisis Management * Bloodborne Pathogens * Harassment Prevention * Conflict Resolution * TEKS * ELL/Bilingual * G/T Training * Discipline Management * Working with the at-risk student * Technology * Teaching strategies for inclusion/504 children <p>Strategy's Expected Result/Impact: Sign in sheets for trainings, training agendas, principals' record of staff developments, teachers' individual staff development record sheets</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Resources/Staff Development, Public Information Officer, Director of Special Education, Director of Federal Programs, Principals, Counselor and Nurse</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 9: 1.6.13 Provide reading training for all K-2 teachers based on needs assessments such as Differentiating Instruction, Grouping, Word Walls, components of Balanced Literacy, and Assessments used to guide instruction</p> <p>Strategy's Expected Result/Impact: Sign in sheets, observation of implementation based on Learning Walks, RTI Rotation Schedule</p> <p>Staff Responsible for Monitoring: Coordinator of Instruction and Dyslexia, Curriculum Team, and Instructional Coach</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 10: 1.6.14 Provide training for 3rd-5th grade, new or new to the grade level, teachers designed to assist teachers in the implementation of content area reading strategies, methods for helping students become strategic readers, and strategies for working with struggling readers</p> <p>Strategy's Expected Result/Impact: Sign in sheets for attendance, agenda of session, observations of successful implementation documented on walk through logs</p> <p>Staff Responsible for Monitoring: Coordinator of Instruction and Dyslexia, and Curriculum Team</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 11: 1.6.16 Provide networking opportunities and training for Instructional Coaches monthly.</p> <p>Strategy's Expected Result/Impact: Sign in sheets and session agenda</p> <p>Staff Responsible for Monitoring: Executive Directors of Teaching & Learning and Chief of School Leadership, Curriculum Team</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 12: 1.6.18 Provide ongoing staff development in workplace safety and security, provide videos to support safety training.</p> <p>Strategy's Expected Result/Impact: Sign in sheets for training, agendas, and evaluations of trainings, and comprehensive needs assessment</p> <p>Staff Responsible for Monitoring: Director of Safe Environments & Student Services</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 13: 1.6.19 Provide ongoing training on bullying including prevention of and education concerning harassment and unwanted physical aggression</p> <p>Strategy's Expected Result/Impact: Sign in sheets for staff development; analyze discipline incident reports for reduction in bullying reported</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Resources/Staff Development, Counselors, and Principals</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 14: 1.6.21 Continue with multi-year learning profiles/paths for employees that guide, align, direct professional development activities with district goals (Appraisal Process)</p> <p>Strategy's Expected Result/Impact: Learner profile documents</p> <p>Staff Responsible for Monitoring: Director of Human Resources and All Employees</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 15: 1.6.15 Provide training for K-5 teachers in the use of EnVision Math and Math Solutions to enhance problem solving strategies and real world connections in math.</p> <p>Strategy's Expected Result/Impact: Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal and Instructional Coach, Math Solutions Trainers</p>	Formative Reviews		
	Nov	Feb	May
			

0% No Progress

100% Accomplished









→ Continue/Modify

✗ Discontinue

Goal 1: Provide student achievement at the highest levels.

Performance Objective 6: All campuses will have "highly qualified" teachers and paraprofessionals as defined by ESSA.

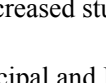

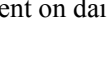
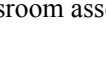




Evaluation Data Sources: Staff development and training sessions will be implemented to ensure all professional staff members are certified and all paraprofessionals meet the "highly qualified" definition.

<p>Strategy 1: 1.7.3 Increase by 2% the number of newly hired teachers from under-represented groups, annually, until the district personnel reflects the student population</p> <p>Strategy's Expected Result/Impact: Human Resources Department New Hire Report</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Resources/Staff Development, Director of Human Resources, and Principals</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: 1.7.8 Increase retention of first- year teachers and teachers new to Santa Rita by 5% by using the campus mentoring program and staff development throughout the year to address:</p> <ul style="list-style-type: none"> * Classroom Management Skills * Communication with Parents and Students * Effective Discipline * Learning Styles * Teaching for Learning * Managing Stress <p>Strategy's Expected Result/Impact: Teacher Resignation/Retention numbers at the end of the school year compared with teacher resignation/retention rates from the year before</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Resources/Staff Development and Executive Director of Teaching & Learning, Chief of School Leadership</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Students graduate from San Angelo ISD college and career ready.








Performance Objective 1: Participate in RtI time for all levels (enrichment, grade level and intervention activities) as appropriate to promote student growth to be college and career ready.







Evaluation Data Sources: Increase scores from struggling students.

<p>Strategy 1: Train and Provide support for teachers in designing lessons that make connections between student interests and experiences and content objectives. Strategy's Expected Result/Impact: Increased student engagement and achievement on daily work, classroom assessments and state assessments. Staff Responsible for Monitoring: Principal and Instructional Coach</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Kinder -3rd grade teachers will incorporate daily writing instruction into their daily schedule to support their 120 minutes of ELAR covering grade specific TEKS. Strategy's Expected Result/Impact: Increased student engagement and achievement on daily work, classroom assessments, and state assessments. Staff Responsible for Monitoring: Principal, Instructional Coach and Classroom Teacher</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Open ended responses will be used in core subjects to work on expository writing. Strategy's Expected Result/Impact: Lesson plans, walk-throughs, and student performance on writing assessments. Staff Responsible for Monitoring: Principals, Instructional Coach and Classroom Teachers.</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: Continue writing instruction professional development series to include classroom support and coaching. Strategy's Expected Result/Impact: Lesson plans, walk throughs, and student performance on writing assessments. Staff Responsible for Monitoring: Principal, Instructional Coach</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Maintain fiscal responsibility and design/implement a facilities plan that addresses current and future needs of the district in order to fulfill the vision, mission, beliefs and goals adopted by the Board.

Performance Objective 1: A balanced budget will be adopted that supports the vision, mission, and beliefs of the district while ensuring the achievement of the goals of the district.


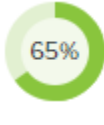


Strategy 1: 2.1.1 Oversee campus budgets - local, federal and state. Strategy's Expected Result/Impact: Training completed and sign-in sheets Staff Responsible for Monitoring: Asst. Supt. of Business and Support Services, Superintendent of Schools	Formative Reviews		
	Nov	Feb	May
			
Strategy 2: 2.1.2 Follow ESSA guidelines- Report Card dissemination. Strategy's Expected Result/Impact: Training completed and sign in sheets Staff Responsible for Monitoring: Director of Federal Programs; Director Financial Services; Comptroller; Executive Director of Schools and Chief Officer of School Leadership	Formative Reviews		
	Nov	Feb	May
			
Strategy 3: 2.1.3 Revise local staffing formulas and staffing patterns to strive for campus equity Strategy's Expected Result/Impact: Approved staffing formula Staff Responsible for Monitoring: Assistant Superintendent of Human Resources/Staff Development, Directors of Human Resources	Formative Reviews		
	Nov	Feb	May
			
Strategy 4: 2.1.4 Provide technical assistance and guidance for the use of Title I funds Strategy's Expected Result/Impact: Distribution of Title I budget binders Staff Responsible for Monitoring: Director of Financial Services, Director of Purchasing, and Director of Federal Programs	Formative Reviews		
	Nov	Feb	May
			
Strategy 5: 2.1.5 The number of inexperienced teachers on high poverty campuses will be proportional to low poverty campuses Strategy's Expected Result/Impact: Approved Staffing Staff Responsible for Monitoring: Assistant Superintendent of Business Services, Assistant Superintendent of Human Resources & Staff Development, and Directors of Human Resources	Formative Reviews		
	Nov	Feb	May
			







Strategy 6: 2.1.6 Annually review and maintain a facilities and maintenance punch list. Strategy's Expected Result/Impact: Updates completed yearly according to punch list reviewed by maintenance crew. Staff Responsible for Monitoring: Director of Safe Environments & Student Learning, Campus Principal	Formative Reviews		
	Nov	Feb	May
			
Strategy 7: 2.1.10 Update technology and equipment to reflect the needs of the campus. Strategy's Expected Result/Impact: Expanded section in District Technology Plan for facilities and budget allocations Staff Responsible for Monitoring: Director of Technology	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve communications between the district and all stakeholders.

Performance Objective 1: Provide a network of communication avenues available to the district's constituents.









Evaluation Data Sources: Communication opportunities at the campus and district level will be readily available to all stakeholders. The district and campuses will provide a variety of effective means of communication in an attempt to keep everyone informed. The district and campuses will solicit input from stakeholders at all appropriate opportunities.

<p>Strategy 1: 3.1.1 Provide at least one parent involvement activity to explain the STAAR scoring process at each campus which will be included in the campus Math and Science night</p> <p>Strategy's Expected Result/Impact: STAAR brochure, agenda and sign in sheets from meeting (can be included with open house and/or other evening events).</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Instructional Coach and Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: 3.1.2 Continue the following parent, teacher, and student activities to accommodate transition from all feeder schools to receiving schools: * Parent and student orientations *Transition from early childhood/elementary/middle school *Course catalog presentations for staff, parents, and students *Transition from middle school/high school * Student orientation and campus tours *Graduation planning for students beginning in the middle schools * Graduation and post-high school exploration and planning in the middle schools and high schools</p> <p>Strategy's Expected Result/Impact: Agenda, and sign in sheets for transition meetings, campus newsletters, copies of news articles, Rebel Round Up, Kinder Round Up</p> <p>Staff Responsible for Monitoring: Director of Assessment and Counselors, Director of Career and Technology Education, Coordinator of Career and Technology Education, Director of Special Education, Supervisor of Special Education (CL), and Principals</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: 3.1.4 Provide verbal and/or written information in parents' home language.</p> <p>Strategy's Expected Result/Impact: Information printed in both languages</p> <p>Staff Responsible for Monitoring: Principals, Campus Secretary and Public Information Officer</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: 3.1.5 Solicit parent involvement with personal invitation to participate and serve on campus committees. assist Title I campuses in developing and completing Title I program parent compacts, and parental involvement policies</p> <p>Strategy's Expected Result/Impact: Invitations, sign in sheets, parent compacts, and Parental Involvement Policies</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Director of Federal Programs</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative Reviews		
	Nov	Feb	May
			


<p>Strategy 5: 3.1.6 Continue the communication structure established in the district including the following committees:</p> <ul style="list-style-type: none"> * District and Campus Site-Based Decision Making Committee * Central Administrative Team * Vertical Teams * Textbook Committee * Technology Committee * Records Retention Committee * Title I/Migrant Advisory Council * Gifted and Talented Advisory Council * Language Proficiency Assessment Committee * District Curriculum Committee * District Safety Committee * Community Facilities Committee <p>Strategy's Expected Result/Impact: Sign in sheets, agendas, and minutes</p> <p>Staff Responsible for Monitoring: Superintendent of Schools</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 6: 3.1.7 Continue to use the English and Spanish radio stations to disseminate information about the district</p> <p>Strategy's Expected Result/Impact: Press release</p> <p>Staff Responsible for Monitoring: Public Information Officer</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 5: Secure and retain an effective staff that is reflective of and responsive to the district's student body.

Performance Objective 1: Implementation of a comprehensive plan to recruit, monitor, train, and retain highly qualified staff that is supported in their endeavor to attain professional growth and promote high academic achievement.

Strategy 1: 4.1.1 Periodic Learning Walks Strategy's Expected Result/Impact: Walk-through forms completed and documentation used to garner evidence of teacher qualities Staff Responsible for Monitoring: Administrators	Formative Reviews		
	Nov	Feb	May
			
Strategy 2: 4.1.2 Interview highest quality staff that allow for rigorous instruction at all levels Strategy's Expected Result/Impact: Highly Qualified Report Staff Responsible for Monitoring: Director of Human Resources	Formative Reviews		
	Nov	Feb	May
			
Strategy 3: 4.1.5 Allow for adequate planning time for teachers to collaborate, plan and share best practices during inservice, conference time, and PLC Strategy's Expected Result/Impact: Best practices used as evidence in walk-throughs, aligned curriculum in plan books, and district scope and sequence followed Staff Responsible for Monitoring: Principals and Administrators	Formative Reviews		
	Nov	Feb	May
			
Strategy 4: 4.1.6 Recruit highly qualified staff for ESL/Bilingual positions Strategy's Expected Result/Impact: Recruiting sites visited; number of ESL/Bilingual staff hired yearly Staff Responsible for Monitoring: Human Resources and Federal Programs Staff	Formative Reviews		
	Nov	Feb	May
			
Strategy 5: 4.1.8 Evaluate culture and climate on campuses Strategy's Expected Result/Impact: Walk-through forms; Principal meetings discussions; Surveys Staff Responsible for Monitoring: Principals and Administrative Team	Formative Reviews		
	Nov	Feb	May
			
Strategy 6: 4.1.9 Continue PLC training for all staff to ensure practices are implemented Strategy's Expected Result/Impact: Training sessions; Sign-in Sheets; Walk-Throughs Staff Responsible for Monitoring: Human Resources and Principals	Formative Reviews		
	Nov	Feb	May
			

 No Progress

 Accomplished






 Continue/Modify


















 Discontinue

Goal 6: Sustain a safe and secure environment.

Performance Objective 1: Optimize the learning environment and support the instructional program of the district with the development and implementation of a district wide safety plan.

Evaluation Data Sources: A comprehensive long-range safety plan is in place.








<p>Strategy 1: 5.1.1 Review and revise the safety priority requirements using input from district sources and federal and state requirements Strategy's Expected Result/Impact: Safety priority listing updated with current recommendations Staff Responsible for Monitoring: Director of Safe Environments & Student Services, Assistant Superintendent of Business Services, and Nurse</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: 5.1.2 Review and revise the District Emergency Operations Plan Strategy's Expected Result/Impact: Emergency Operations Plan in place Staff Responsible for Monitoring: Director of Safe Environments & Student Services, Assistant Superintendent of Business Services, and Principals</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: 5.1.3 Develop, test, and implement a data and telecommunications network disaster recovery and restoration plan to minimize natural and unnatural risks to the district's information assets Strategy's Expected Result/Impact: Published and tested business continuance document Staff Responsible for Monitoring: Director of Safe Environments & Student Services and Director of Technology</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: 5.1.4 Conduct campus security assessments and safety checks Strategy's Expected Result/Impact: Documentation that threat assessments and safety checks have been completed Staff Responsible for Monitoring: Director of Safe Environments & Student Services, Assistant Superintendent of Business Services, Principals, and Campus Safety Committee</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: 5.1.5 Certify designated first responders on each campus in CPR and First Aid Strategy's Expected Result/Impact: Record of certifications earned by personnel designated in campus crisis plans Staff Responsible for Monitoring: Nurse Supervisor, Campus Nurses, and Principals</p>	Formative Reviews		
	Nov	Feb	May
			

Strategy 6: 5.1.7 Conduct criminal background and reference checks on each applicant interviewed Strategy's Expected Result/Impact: Record of completed criminal background check Staff Responsible for Monitoring: Director of Human Resources and Human Resources Team	Formative Reviews		
	Nov	Feb	May
			
Strategy 7: 5.1.8 Continue to enhance and modify campus safety and crisis response plan. Communicate school safety measures to parents and the community annually Strategy's Expected Result/Impact: Copies of communiques, meeting agendas, sign in sheet for parent/community meetings, critical updates completed Staff Responsible for Monitoring: Safety and Compliance Specialist, Principals, Assistant Superintendent of Business Services, and Nurse Supervisor	Formative Reviews		
	Nov	Feb	May
			
Strategy 8: 5.1.9 Verify all campus employees have been trained in Bloodborne pathogens Strategy's Expected Result/Impact: Electronic assessment results Staff Responsible for Monitoring: Nurse Supervisor and Campus Nurses	Formative Reviews		
	Nov	Feb	May
			
Strategy 9: 5.1.10 Train all assigned campus personnel on medication administration Strategy's Expected Result/Impact: Training sign in sheets; results of assessment Staff Responsible for Monitoring: Nurse Supervisor, Campus Nurse and Principal	Formative Reviews		
	Nov	Feb	May
			
Strategy 10: 5.1.11 Provide training for all staff in recognition and prevention of harassment including: disability, sexual, child abuse reporting, and bullying Strategy's Expected Result/Impact: Sign in sheets from training, individually signed receipts of training modules completed, and Comprehensive Needs Assessment Staff Responsible for Monitoring: Principal and Counselor	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Sustain a safe and secure environment.

Performance Objective 2: Improve school atmosphere and culture by reducing the number of discipline referrals that warrant out of class placement.

Evaluation Data Sources: A comprehensive long-range safety plan is in place that will lead to a reduction of 5% in incident reports; thereby, enhancing the learning environment.

Strategy 1: 5.2.1 Provide staff development in discipline management and prevention awareness for all instructional staff Strategy's Expected Result/Impact: Sign in sheets for session and reduction in violent incidents Staff Responsible for Monitoring: Principals, Public Information Officer, and Assistant Superintendent of Human Resources/Staff Development	Formative Reviews		
	Nov	Feb	May
			
Strategy 2: 5.2.3 Implement behavior plan consistently Strategy's Expected Result/Impact: 1% reduction in PEIMS discipline incidents from previous year, Staff Responsible for Monitoring: Principal, Classroom Teachers	Formative Reviews		
	Nov	Feb	May
			
Strategy 3: 5.2.4 Provide training for students in recognition and prevention of disability harassment in school, bullying etc Strategy's Expected Result/Impact: Sign in sheets from training, individually signed receipts of training modules completed Staff Responsible for Monitoring: Principal, Counselor and Classroom Teachers	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	1.3.2 Analyze needs assessment for gaps and inequities in instruction for special populations and sub-populations
1	2	6	1.3.6 Provide RTI training for all staff who work with students who are two or more instructional levels behind (at-risk students)
1	2	12	1.3.13 Provide the following Bilingual Education/ELL strategies for campus teachers to ensure that all LEP students, from K-5, master the district standards: * Differentiate and Modify instruction * Appropriate pacing of curriculum content * Provide materials appropriate to the level of English proficiency * Provide a wide variety of curriculum materials, manipulatives, and technology for the beginner, intermediate, and advanced English proficiency levels
1	3	8	1.4.17 Provide services to students in need of academic assistance through the RtI process.

State Compensatory

Budget for Santa Rita Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1992112612030P11	6129 Salaries or Wages for Support Personnel	\$10,350.00
1992112612030S11	6129 Salaries or Wages for Support Personnel	\$20,347.00
1992322612030S11	6129 Salaries or Wages for Support Personnel	\$8,831.00
6100 Subtotal:		\$39,528.00

Personnel for Santa Rita Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Schneider	Instructional Aide	SCE	1.0
Debbie Ramon	School Service Worker	SCE	.20

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawn Marie Marshall	Instructional Coach	Title I, Part A	1.0

Addendums