

Midland Independent School District
Santa Rita Elementary
2018-2019 Campus Improvement Plan



Mission Statement

ALL students will graduate prepared and ready for college or career.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Santa Rita is an elementary school located in the northern area of Midland and currently serves 605 students in grades K-6th. The number of students for each ethnicity group are as follows: Hispanic 51%, White 42%, African-American 5%, and Other 2%. In 2017-18, the percentage of Economically Disadvantaged students was 28%, 4% English Language Learners, 8% Special Education, and Mobility Rate was just over 24%. Santa Rita also serves students with special needs in 2 Life Skills classes. The campus has a full-time Speech Therapist, Counselor, Resource Teacher, and a Reading Interventionist. A Dyslexia Therapist and ESL Teacher serve the campus part-time. Beginning with the 2018-19 school year, the Reading Interventionist will be used as an Instructional Specialist in order to provide instructional and professional support to teachers.

Demographics Strengths

There is a growing diversity within the student population at Santa Rita. The number of students who are classified as LEP has steadily increased within the past four school years. First languages for ELLs include Spanish, Vietnamese, Chinese, Arabic, French, Filipino, and Amharic.

Problem Statements Identifying Demographics Needs

Problem Statement 1: How do we, as a staff, meet the diverse needs of our students, particularly our Economically Disadvantaged students? **Root Cause:** It is urgent for Santa Rita staff to adopt a Growth Mindset and work to improve the progress of ALL students.

Student Achievement

Student Achievement Summary

In reviewing assessment data, there continues to be a gap in all subject areas in the achievement of the Economically Disadvantaged students versus the non Economically Disadvantaged students on STAAR. This gap is also seen in the performance of our Hispanic and African American students compared to White students. Rigor needs to be increased for all students to meet the requirements for success on STAAR.

Student Achievement Strengths

Santa Rita teachers utilized various data resources to track student progress. Student reading levels, beginning with primary grades, continues to be a focus for the campus.

The campus improved in the following areas:

The percentage of students in grades 3-6 passing both Reading and Math STAAR increased from 59% to 65%.

All Student Approaches/Meets/Masters 74% to 76%

Math 73% to 79%

Writing 55% to 68%

The percentage of Masters Level Performance increased across the campus in Math, Writing and Science from 2017 to 2018.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement must increase across all content areas and grade levels. **Root Cause:** Santa Rita staff must work to increase teacher capacity, and retain teachers with capacity, in order to increase all content areas of student achievement.

School Culture and Climate

School Culture and Climate Summary

The campus staff continued the implementation of CHAMP, which is the district tool for classroom management. Grade level teams also supplement the use of CHAMPS with other tools to reward students for desired behaviors (point systems, Class Dojo, sticker charts, etc.). The Campus Leadership Team will be utilized in supporting a positive campus culture and climate.

School Culture and Climate Strengths

The campus RTI committee will utilize the expertise of teachers to share strategies in reaching struggling students, as well as in making good instructional decisions. The campus staff implemented a consistent communication tool in order to keep in daily contact with families. The campus is increasing the number of team-building activities with the use of various resources, and sharing the positive occurrences with our community through the use of social media, phone calls, home visits, positive referrals, etc.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: How do we improve the school culture in a manner that is conducive to student learning? **Root Cause:** School culture needs to continue to shift towards a student-centered focus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Santa Rita includes 28 classrooms with PE and Music/Art. Classes for ESL, Dyslexia, and Reading Intervention are conducted as pull-out services.

Staff Quality, Recruitment, and Retention Strengths

There is at least one experienced lead teacher per grade level that is returning from last year. All 1st year teachers are assigned a mentor to support them through the 1st year. Team building activities were incorporated throughout the school year in order to support a more cohesive team.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff turnover continues to be an obstacle. **Root Cause:** Teachers move from Midland, creating vacancies and a very shallow pool of qualified applicants.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers utilized TEKS Resource System, particularly the scope and sequence, to plan for classroom instruction. Students were assessed using district Unit assessments in the areas of Reading, Writing, Math and Science. When planning for instruction, teachers in grades K-5 used Envision and Guided Math for Math instruction, while teachers in grade 6 used the curriculum aligned with secondary schools - SpringBoard. The science curriculum, Fusion, was implemented campus-wide. Teachers also utilized reading lessons that were provided by district coaches and accessed through our district website. One addition during the 2017-18 school year is Balanced Literacy training, provided by Mrs. DeWinne, who will be serving as the Campus Instructional Specialist during the 2018-19 school year.

Curriculum, Instruction, and Assessment Strengths

According to 2018 STAAR results, Santa Rita students met all Index requirements and achieved Met Standards. Santa Rita was included in PLC training and on-site coaching during the 2017-18 school year. Teaching staff learned more about collaborative practices and implemented Common Formative Assessments in certain areas.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Closer monitoring of student progress as well as more effective planning for Tier I instruction is needed. **Root Cause:** Teacher capacity needs to be improved through collaboration time (PLCs).

Parent and Community Engagement

Parent and Community Engagement Summary

Santa Rita has a very active PTA that provides support through fundraising, Room Moms and Book Fairs. We have many community organizations that provide educational presentations such as: PDAP, Life Center, Rape Crisis Center, Safe Place, Rays of Hope. The Rotary Club gives dictionaries to 3rd grade students. Wells Fargo, Midland Need to Read and the Rotary Club present a book to each 1st grade student.

Parent and Community Engagement Strengths

Santa Rita events such as Family Fun Night and Family Dance Night have a large number of attendees. All Pro Dads began as an initiative in 2017-18, and is expected to continue with a strong group of supporters for the current school year. Special campus days include Career Day where community volunteers come and speak to students about various vocations. The campus also utilized Lee's Martial Arts program as an after-school program for students. Donations to the campus were received from Henry Resources, which enabled the campus to purchase Guided Math materials for K-6th grade teachers.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: More opportunities for families or community members to play a deeper role in students' school life need to be implemented. **Root Cause:** Families and volunteers find it difficult to donate their time during the work week and day.

School Context and Organization

School Context and Organization Summary

Classroom schedules reflect all instructional time is being utilized allowing student learning to occur. Schedules are made with Tier I instruction protected to ensure students are not missing core instruction due to pull-out services.

School Context and Organization Strengths

The campus site-based decision-making team met regularly to assess campus needs and determine improvements necessary for the campus. In 2018-19, the Leadership Team is meeting 3-4 times per month in order to address campus needs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Due to the increasing number of electronic programs the district is utilizing, the campus has a difficult time ensuring teachers have what technology resources they need. **Root Cause:** The regular campus budget is limited making it difficult to purchase needed items.

Technology

Technology Summary

Santa Rita benefitted from the district's technology bond funds during the 2013-14 school year. All classrooms were equipped with positional Smart Boards, document cameras, projectors, and additional student computers. Students in 3rd-6th grades received Learn Pads and all teachers received Ipads. The campus also became WiFi equipped. In 2017-18, the campus began replacing 6 classroom smartboards with J Touch screens. PTA also used fundraising to purchase 5 ipads for every K-2 classroom.

Technology Strengths

Santa Rita has a computer lab and an additional lap top cart that holds 30 computers for teacher/student use.

PTA purchased 54 Chromebooks during the 2015-16 school year for 6th gr to utilize. During 2016-17 school year, the PTA purchased 24 more chromebooks for 6th and 5th grades.

Teachers report their knowledge and ability to incorporate technology into classroom instruction is increasing. Additional training may be accessed through the district website's on-line tutorials or technology classes.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is still needed in order to fulfill minutes requirements for electronic programs. **Root Cause:** Campus budget is limited.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals








Goal 1: The percentage of students in kindergarten through grade 2 who are reading on or above grade level on two measures shall increase from 50 percent to 75 percent by the end of school year 2020.

Performance Objective 1: The percentage of students in kindergarten through grade 2 who are reading on or above grade level on iStation shall increase to 85 percent by the end of school year 2019.

Evaluation Data Source(s) 1: Data from iStation ISIP and Fountas & Pinnell assessment

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Targeted Support Strategy 1) Student ISIP and Running Records data will be tracked by grade level and teacher on a monthly basis.	Teachers, Campus Administrators	Improved student learning as evidenced through ISIP and Running Record data.				
	Funding Sources: 199 Local - 0.00					
2) Students identified as low performing in reading based on Istation and F & P) will be placed in a small group for LLI(K-2) or additional guided reading instruction.	Teachers, Reading Interventionist, Campus Administrators	Increased reading levels, fluency and comprehension according to running records, ISIP and F&P data.				
	Funding Sources: 199 Local - 0.00					
3) Teachers will track monthly performance of students on ISIP as well as running record data.	Teachers, Reading Interventionist, Campus Administrators	PLC discussion will revolve around best practices, strategies and other methods to further improve student learning.				
	Funding Sources: 199 Local - 0.00					
4) Teachers will assist students in creating I Can statements for goal-setting in monthly iStation and F&P assessments.	Teachers, Campus Administrators, Reading Interventionist	Students will understand their current level of performance and, through a Growth Mindset, understand their role in achieving their next goal for continued growth.				
	Funding Sources: 199 Local - 0.00					
5) Campus Instructional Specialist will support Tier I instruction via teacher support with training, modeling and co-planning.	Teachers, Campus Administrators, Reading Interventionist	Data from iStation, F&P and running records will indicate continuous improvement in students' reading, fluency and comprehension.				
	Funding Sources: 199 Local - 0.00					

6) EDI campus data goal for gross and fine motor skills will increase from 57.6% Ready Level in 2017 to 65% Ready Level in 2018.	Kindergarten Teachers, PE Teachers, Counselor, Campus Administrators	Higher number of students who improve in gross and fine motor skills				
Funding Sources: 199 Local - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: The percentage of students in kindergarten through grade 2 who are reading on or above grade level on two measures shall increase from 50 percent to 75 percent by the end of school year 2020.

Performance Objective 2: 100% of Kindergarten through Sixth Grade ELAR teachers and students will utilize campus technology on a weekly basis to increase student technology proficiency and enhance student learning.

Evaluation Data Source(s) 2: Classroom walkthroughs, lesson plans, student feedback, iStation and F&P data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Comprehensive Support Strategy Targeted Support Strategy 1) 2) Students will receive the following amounts of practice on iStation every week: Tier I - 30 min Tier II - 60 min Tier III - 90 min</p>	<p>Campus Administrators, Teachers, Reading Interventionist</p>	<p>Classroom walkthroughs, lesson plans, student feedback, IStation data</p>				
<p>Funding Sources: 199 Local - 0.00</p>						
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: The percentage of students in kindergarten through grade 2 who are reading on or above grade level on two measures shall increase from 50 percent to 75 percent by the end of school year 2020.

Performance Objective 3: The percentage of students in kindergarten through grade 2 who are reading on or above grade level on Fountas & Pinnell will increase from 68% to 85% by the end of school year 2019.

Evaluation Data Source(s) 3: Classroom walkthroughs, lesson plans, F&P data, running records

Summative Evaluation 3:

Goal 1: The percentage of students in kindergarten through grade 2 who are reading on or above grade level on two measures shall increase from 50 percent to 75 percent by the end of school year 2020.

Performance Objective 4: Six teachers, administration and Instructional Specialist will receive additional support, training and coaching in Balanced Literacy (district initiative).

Evaluation Data Source(s) 4: Lesson plans, classroom walkthroughs, coaching feedback, F&P data, running records, elar checkpoint data

Summative Evaluation 4:












Goal 2: The percentage of students in grades 3 through 6 who meet standards on both reading and mathematics STAAR shall increase from 52 percent to 75 percent by the end of school year 2020.

Performance Objective 1: The percentage of students in grades 3 through 6 who meet standards on both reading and mathematics STAAR shall increase from 65% percent in 2018 to 75% by the end of school year 2019.

Evaluation Data Source(s) 1: District Checkpoints, STAAR Benchmarks, STAAR data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June

<p>Comprehensive Support Strategy Critical Success Factors CSF 2</p> <p>1) Teachers will utilize various forms of formal and informal data to monitor student performance and impact instructional decisions.</p>	<p>Teachers, Campus Administrators, Reading Interventionist</p>	<p>Continuous student growth according to all forms of data (teacher observation, CFAs, District Checkpoints, Benchmarks).</p>				
<p>Funding Sources: 199 Local - 0.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) All teachers with ELLs and monitor students will be trained on the ELPS and PLDs in order to support English language proficiency as well as academic growth.</p>	<p>Teachers, Campus Administrators, ESL Teacher</p>	<p>Student growth on TELPAS, Woodcock Munoz, District Checkpoints, and STAAR assessments.</p>				
<p>Funding Sources: 199 Local - 0.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) Students scoring in Needs Intervention levels on iStation or Imagine Math in grades 3-6 will receive additional support through increased time on iStation, Imagine Math and/or small group instruction.</p>	<p>Campus Administrators, Teachers</p>	<p>Increase in student performance on iStation and Imagine Math.</p>				
<p>Funding Sources: 199 Local - 0.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) Students showing a lack of response to intervention, particularly Hispanic and Economically Disadvantage subgroups, will be referred for Rtl for additional support.</p>	<p>Campus Administrators, Teachers, Counselor</p>	<p>ESPED reports</p>				
<p>Funding Sources: 199 Local - 0.00</p>						
<p>5) Teachers will identify Essential Standards in all content areas and track student learning.</p>	<p>Teachers, Campus Administrators</p>	<p>Improved student learning according to CFAs, district checkpoints and STAAR data.</p>				
<p>Funding Sources: 199 Local - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: The percentage of students in grades 3 through 6 who meet standards on both reading and mathematics STAAR shall increase from 52 percent to 75 percent by the end of school year 2020.

Performance Objective 2: Santa Rita will work to improve daily attendance to an overall 97 percent or above for the 2018-19 school year.

Evaluation Data Source(s) 2: Attendance rate, student performance

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) RtI Committee will meet a minimum of once per six weeks to review student absences.	Campus Administrators, Teachers	Agendas, sign in sheets, parent contact documentation				
Funding Sources: 199 Local - 0.00						
2) Santa Rita will recognize and reward students with Perfect Attendance each 6 weeks as well as each semester.	Campus Administrators, Teachers	Award assemblies				
Funding Sources: 199 Local - 0.00, PTA - 0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: The percentage of students in grades 3 through 6 who meet standards on both reading and mathematics STAAR shall increase from 52 percent to 75 percent by the end of school year 2020.

Performance Objective 3: Santa Rita will increase the number of students performing at Master's Level on 3rd-6th grades STAAR Reading and Math by 10% by May 2019.

Evaluation Data Source(s) 3:

Summative Evaluation 3:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students performing on or above met standard on CFAs, benchmarks and/or district checkpoints will be provided enrichment activities that enhance learning.	Teachers, Campus Administrators	Higher percentage of students performing Master's Level on Reading and Math STAAR				
Funding Sources: 199 Local - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: The four-year graduation rate shall increase to 93 percent for the graduating class of 2019.

Performance Objective 1: Santa Rita will promote at least one college and/or career ready activity on a weekly basis in order to promote post-secondary learning throughout the 2018-19 school year.

Evaluation Data Source(s) 1: Campus environment, student field trips, student and parent feedback

Summative Evaluation 1:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Fridays will be designated for College and Spirit Wear by staff and students.	Campus Administrators, Teachers	Increase in number of staff and students wearing college tshirts on Fridays				
Funding Sources: 199 Local - 0.00						
2) Students in grades 4th-6th will attend field trips to various Universities and Junior Colleges.	Campus Administrators, Teachers, Counselor	Student field trip reports, student feedback				
Funding Sources: 199 Local - 0.00, PTA - 0.00						
3) Morning announcements, college displays and Go Get It Week will be implemented to promote college awareness.	Campus Administrators, Teachers, Counselors	Student feedback				
Funding Sources: 199 Local - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: The four-year graduation rate shall increase to 93 percent for the graduating class of 2019.

Performance Objective 2: 100% of Santa Rita teachers will meet state requirements for State Certification as outlined by the Texas Education Agency by the beginning of the 2018-19 school year.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) All Santa Rita instructional staff will participate in at least 12 hours of professional growth from June 2017 to May 2018.	Campus Administrators, Teachers	Eduphoria PD reports				
Funding Sources: 199 Local - 0.00						
2) Teacher Mentors/Leaders will be utilized in providing Professional Learning to all teachers, particularly those seeking Alternative Teaching Certification.	Campus Administrators, Teachers	Student performance, walkthroughs, meeting/training agendas				
Funding Sources: 199 Local - 0.00						
3) Santa Rita will recruit, develop and support highly motivated staff members who maximize student success.	Campus Administrators, Teachers	Certification Review, formal observations, walkthroughs				
Funding Sources: 199 Local - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: The four-year graduation rate shall increase to 93 percent for the graduating class of 2019.

Performance Objective 3: Santa Rita Elementary administrators, teachers, and counselors will meet annually to collaborate with instructional teams at least once in order to provide a smooth transition for all students from grade level to grade level.

Evaluation Data Source(s) 3:

Summative Evaluation 3:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Special Education staff will accompany students to junior highs for a tour and orientation.	Campus Administrators, Teachers	IEPs, field trip reports				
Funding Sources: IDEA - Special Ed. - 0.00						
2) Sixth grade students will be provided parent meetings and attend junior high orientation.	Campus Administrators, Teachers, Counselor	Parent sign in sheets, field trip reports				
Funding Sources: 199 Local - 0.00						
3) Kindergarten Round-Up will be held in Spring to familiarize future students and their families to the campus.	Campus Administrators, Teachers	Parent sign in sheets, Parent feedback				
Funding Sources: 199 Local - 0.00						
						

Goal 3: The four-year graduation rate shall increase to 93 percent for the graduating class of 2019.

Performance Objective 4: 100% of Santa Rita students will be involved in moderate to vigorous physical activity a minimum of 135 minutes weekly to support high academic achievement and physical well-being.

Evaluation Data Source(s) 4: Fitness Gram results, weekly lesson plans, walk-throughs and evaluations

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students will participate in moderate to vigorous physical exercise during Physical Education classes for 135 minutes per week.	Physical Education Teachers, Campus Administrators					
Funding Sources: 199 Local - 0.00						
2) Students will participate in special campus nights to promote physical activity and healthy eating.	Physical Education Teachers, Campus Administrators, CATCH Committee					
Funding Sources: 199 Local - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Santa Rita will implement measures to positively impact Campus Culture and Climate using data from 2018 and 2019 survey information.

Performance Objective 1: Santa Rita will offer multiple and varied opportunities for parent/community involvement on a monthly basis to promote student success during the 2018-19 school year.

Evaluation Data Source(s) 1: Campus Mentors, All Pro Dads, Movement with Moms, Career Day, special lunches, agendas, Volunteer sign-in log

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Santa Rita will host events each month that include parent/community attendance and involvement (Family Fun Night, Family Dance Night, Family Math Night, grade level student performances, Love and Logic Training, Career Day, Love and Logic Training etc.).	Campus Administrators, Teachers, Counselor	invitations/agendas/flyers, sign-in sheets				
Funding Sources: 199 Local - 0.00, PTA - 0.00						
2) Santa Rita will work to increase parental involvement by implementing the All-Pro Dads program.	Counselor, Teachers, Campus Administrators	Increase in student achievement and motivation, and a positive impact on school culture and environment				
Funding Sources: PTA - 0.00, 199 Local - 0.00						
3) Santa Rita will work to increase the number of mentors serving individual students.	Counselor, Teachers, Campus Administrators	Increase in student achievement and motivation, and a positive impact on school culture and environment				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Santa Rita will implement measures to positively impact Campus Culture and Climate using data from 2018 and 2019 survey information.

Performance Objective 2: Restorative Discipline practices will be implemented in order to provide students an environment that is safe, drug free and conducive to learning as measured by discipline data, parent/teacher feedback and campus climate surveys.

Evaluation Data Source(s) 2: Discipline data, parent/teacher feedback, surveys, affective statements to staff/students

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) All staff will complete all mandatory trainings (Blood Borne Pathogens, Sexual Harassment, FERPA, Bullying, Child Abuse, Dating Violence).	Teachers, Counselor, Campus Administrators	100 percent completion for trainings and improved knowledge in providing student support Funding Sources: 199 Local - 0.00				
2) All students will receive Tier I lessons on social skills and character traits, in addition to Tier II and III lessons for struggling students.	Teachers, Counselors, Campus Administrators	Improved classroom instructional time and a decrease in counselor/discipline referrals Funding Sources: PTA - 0.00				
3) Santa Rita will complete 100% of crisis drill trainings as designated by the district.	Campus Administrators, Counselor	Safe environment in which to learn				
4) Santa Rita will recognize Red Ribbon Week and emphasize being drug-free through various activities and events.	Counselor, Teachers, Campus Administrators	Increase student awareness of drugs and their negative impact Funding Sources: 199 Local - 0.00, PTA - 0.00				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Santa Rita will implement measures to positively impact Campus Culture and Climate using data from 2018 and 2019 survey information.

Performance Objective 3: 100 percent of Instructional staff will participate in Professional Learning Communities training and implementation, with a focus on Common Formative Assessments, during the 2018-19 school year.

Evaluation Data Source(s) 3: Agendas, meeting minutes, student data, teacher feedback

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Master Schedule will support collaborative sessions for PLC teams during the school day.	Teachers, Campus Administrators	Increase in teacher capacity and effectiveness in student progress	✓	✓	✓	
Funding Sources: 199 Local - 0.00						

Goal 4: Santa Rita will implement measures to positively impact Campus Culture and Climate using data from 2018 and 2019 survey information.

Performance Objective 4: 100 percent of new teachers with 0 years of experience will be provided a mentor and given additional support and training.

Evaluation Data Source(s) 4: Agendas, Sign-in Sheets, Campus Climate Survey Data

Summative Evaluation 4:

Goal 4: Santa Rita will implement measures to positively impact Campus Culture and Climate using data from 2018 and 2019 survey information.

Performance Objective 5: According to last year K-12 Staff Survey results, Teacher support and retention will improve by 50%, through improved communication and support.

Evaluation Data Source(s) 5: Staff Feedback, Instructional Specialist support, teacher training, newsletters, revised Culture Club, monthly team building activities/treats

Summative Evaluation 5:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	2) Students will receive the following amounts of practice on iStation every week: Tier I - 30 min Tier II - 60 min Tier III - 90 min
2	1	1	Teachers will utilize various forms of formal and informal data to monitor student performance and impact instructional decisions.
2	1	2	All teachers with ELLs and monitor students will be trained on the ELPS and PLDs in order to support English language proficiency as well as academic growth.
2	1	3	Students scoring in Needs Intervention levels on iStation or Imagine Math in grades 3-6 will receive additional support through increased time on iStation, Imagine Math and/or small group instruction.
2	1	4	Students showing a lack of response to intervention, particularly Hispanic and Economically Disadvantage subgroups, will be referred for RtI for additional support.

Campus Funding Summary

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	2	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00

4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	2	4			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00
IDEA - Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1			\$0.00
Sub-Total					\$0.00
PTA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	2			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00