

**Fowler Elementary District (070445000) Public District - FY 2021 - Santa Maria Middle School (070445103) Public School - School Integrated Action Plan (SIAP) - Rev 0**

**Plan Items**

**P** 1) Principle 1 - Effective Leadership

**- Details**

Primary Need: Leadership competently manages school operations to provide a safe, efficient and effective learning environment.

Root Cause: Students: -Not all students following safety protocol provided by school. -Abusing school equipment. -Students hanging out in areas unsupervised during inappropriate times. Curriculum: -SMMS rules and procedures slide show does not address destruction of property. -6th grade building cannot hear important announcement being called due to poor intercom speakers. -Practice a variety of fire drill/lock down situations. Teachers: -Inconsistent directions regarding safety protocol. -Different buildings require different facility needs. -Inconsistent communication during non-academic times.

Needs Statement: We need consistency among safety protocols and appropriateness among security measures.

Desired Outcomes: Create a safer school environment for all staff and students.

SMART Goal: By May 2021, school administrators will improve 100% communication with students and teachers about school safety and will work in collaboration with district administration to optimize the school safety needs.

**S** 1.1) Strategy 1.1

**- Details**

Strategy Description: Leadership Opportunities

**AS** 1.1.1) Participation of Teachers in Leadership  
TI SW1

**- Details**

Action Step Description: All teachers new or veteran are expected to participate in different activities and/or needs of the school. All teachers are encouraged to bring up ideas and solutions to meet the school's needs. Administration encourages teachers to take leadership opportunities accordingly to the skills and abilities they present in their classrooms and interactions with others.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 1.1.2) Mentoring

TI SW1

**- Details**

Action Step Description: SMMS has a support system that helps new teachers adapt to the school culture by assigning the lead teacher to mentor them. also, if the teacher is new to the profession our district mentors support them with staff development related to the main topics new teachers will need support in their first two years of teaching.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 1.1.3) Monitoring Non-Applicably Certified Teachers

TI SW1

**- Details**

Action Step Description: The principal will work closely with the HR department to develop a corrective action plan (CAP) with set timelines for staff members that are not considered Title I

applicably certified. A 4-week parent notification will be sent home with students indicating that the teacher does not currently meet the requirements as a Title I qualified professional.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 1.1.4) Effective Leadership Monitoring and Evaluation

TI SW1

**- Details**

Action Step Description: Develop a survey to find out exactly the areas of improvement we need to target. Establish a quarterly review with lead teachers to obtain feedback on the areas of improvement and evaluate the effect of implementation. Define resources that will be needed to improve. Communicate progress quarterly with all staff members.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/17/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**S** 1.2) Strategy 1.2

**- Details**

Strategy Description: School Teams for IAP: SMMS has several teams that meet regularly to discuss the needs and action plan to address the needs of the school.

**AS** 1.2.1) Site Council and PTO Meetings

TI SW1

**- Details**

Action Step Description: Parents are invited quarterly for a community meeting to discuss school improvement needs and provide input in the vision of learning and IAP. Information collected is shared with other leadership and staff groups. Parents, teachers and students meet at least once a quarter to look for ways to provide students with incentives and help improve students' extracurricular activities. We also share the school IAP progress and data every time we meet.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 1.2.2) Leadership Meetings

TI SW1

**- Details**

Action Step Description: Lead teachers in the school together with administrators meet at least once a quarter or as needed to discuss IAP and plan for action when needed. This information is disseminated in team meetings and staff meetings.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 1.2.3) Title I Meetings

TI SW1

**- Details**

Action Step Description: Staff and parents are provided with the following school information at the beginning and the end of the school year: AYP, review of Title I programs, Title I services, parent-school compact, and parent involvement policy.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 1.2.4) ELD Meetings

ELL

TI SW1

TSI

**Details**

Action Step Description: The ELD team meets at least once quarterly during non-contract times to review data and strategize a plan for improvements. They also meet during the summer to strategize a plan that will help our ELD population improve their academic skills and English acquisition goals and reclassification goals.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 1.2.5) School Teams for IAP Monitoring and Evaluation

TI SW1

**Details**

Action Step Description: Develop a calendar of events to share with all parties involved. Maintain discussion notes, set up immediate and long term goals and actions to be taken by individuals or groups.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/18/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

## ▣ 2) Principle 2 - Effective Teachers and Instruction

### ▣ Details

Primary Need: Our teachers maintain high academic expectations for all students.

Root Cause: Students: -Some students are not at grade level in math, reading, or writing. -Low student motivation causes students to not get work done, and therefore not progress in their learning. -Lack of consistent attendance by students causes them to fall behind academically. Curriculum: -Not all subject areas have curriculum that is able to be modified and adapted to lower levels. -Curriculum is not appropriate for students current level of understanding and knowledge. -Professional development and training is not being offered for teacher to successfully implement curriculum. Teachers: -Some teachers are not providing adequate interventions at a tier 2 or a tier 3 level in the context of RTI (Response to Intervention). -Not all teachers are teaching the AZ standards consistently in their subject areas. -Teachers are not being offered enough training and professional development in remediation and curriculum.

Needs Statement: We need all teachers to expect and maintain high academic standards for all students.

Desired Outcomes: Teachers require professional development on applying and adapting the curriculum in order to increase student motivation, engagement and understanding of content standards.

SMART Goal: By May 2021, 100% of the teachers will receive professional development in their subject area and other topics of need in their grade level by outside trainers, lead teachers and peer observation reviews.

## ▣ 2.1) Strategy 2.1

### ▣ Details

Strategy Description: Model for School Reform: SMMS's model of school reform is based on Understanding by Design (UbD). This model provides teachers with a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning. UbD works within the standards drive curriculum to help teachers clarify learning goals, devise revealing assessment of student understanding, and craft effective and engaging learning activities.

**AS** 2.1.1) Leadership Summer Work

TI SW1

**- Details**

Action Step Description: Leadership team meets during the summer to review data, IAP progress, conduct a new CNA, revise IAP, etc. Leadership Team plans for better ways to structure school day, strategizing to distribute students in classes and plan engaging/meaningful ways to teach and prepare lessons.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 2.1.2) Model for School Reform Monitoring and Evaluation

TI SW1

**- Details**

Action Step Description: Teachers will use weekly planning time to prep for highly meaningful and motivating lessons for the students. Teachers will meet by departments and/or grade level at least once per week to determine how to design these lessons. Department Leads will check lessons for accuracy and completion.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/18/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**P** 3) Principle 3 - Effective Organization of Time

**- Details**

Primary Need: Our professional (contract) day is structured to support professional learning for all teachers and staff.

Root Cause: Students: -A group curriculum class that involves post grade preparedness. -More available time and classes for student who need interventions. -Students feedback on topics they want/need covered.

Curriculum: -Scheduled planning days. -Funding for trainings requested by staff members. -Attending workshops on a more regular basis, whether from team lead and then brought back to train fellow teachers on Teachers: -More structure and guidance from administration for articulation meeting times with feedback provided. -More time available to meet with direct content level partnership and observe peers. -Peer to peer observations followed by peer feedback.

Needs Statement: Teachers have a shortage of professional trainings and often lose preparation times. Students have to sacrifice physical education for things like reading intervention, failing to meet their social and health needs.

Desired Outcomes: With proper amount of preparation time and opportunities for training both on and off camps, teachers will be more successful in meeting students needs. Students who have the opportunities for the necessary educational interventions will be more successful.

SMART Goal: By May 2021, 100% of the teachers will receive professional development in their subject area by an outside trainer, lead teacher or peer observation reviews.

### **S** 3.1) Strategy 3.1

#### **-** Details

Strategy Description: Professional Learning Communities: SMMS teachers are involved in weekly professional learning communities. Teachers meet by grade level subject area to develop meaningful lessons that include technology integration, developing individual learning plans for students in their cohorts, and communication with parents.

### **AS** 3.1.1) Common Planning Times

TI SW1

#### **-** Details

Action Step Description: SMMS teachers will have the opportunity to meet with their grade level teams to review quarterly data, plan for lesson planning, activities for the students, events, etc. They



will also discuss students' behaviors and needs to make sure students are successful in the classroom

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 3.1.2) Staff Development

TI SW1

**- Details**

Action Step Description: SMMS teachers will receive writing and technology application training and new adoption training in regards to their subject area.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 3.1.3) Articulation Meetings

TI SW1

**- Details**

Action Step Description: SMMS teachers will meet with Western Valley MS teachers once a month to articulate strategies and methods based on curriculum maps and CFAs.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes

and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 3.1.4) Leadership Meetings

TI SW1

**- Details**

Action Step Description: Teacher Leaders from each subject areas and each grade level meet at least quarterly or as needed with administration to discuss IAP needs and implementation, students' achievement by reviewing quarterly data, and other needs of the school. IAP progress is shared with all staff at grade level meetings and staff meetings held during early release Thursdays.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 3.1.5) Professional Learning Communities

TI SW1

**- Details**

Action Step Description: Teachers will decide the topic they will be working on for their learning community. Teachers will work as a grade level in a topic that will help improve their grade level structure, dynamics, and improvement.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/8/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 3.1.6) Professional Learning Communities Monitoring and Evaluation

TI SW1

**- Details**

Action Step Description: Establish a quarterly review with lead teachers to obtain feedback on the areas of improvement and evaluate the effect of implementation of the different professional learning opportunities. Define resources that will be needed to improve. Communicate progress quarterly with all staff members.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/18/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**S** 3.2) Strategy 3.2

**- Details**

Strategy Description: Strengthen Instruction for Students: SMMS will analyze student data through benchmark and CFAs testing to identify students that need extra instruction during the day, after school or during intersession. Also, provide students opportunities to develop other academic and physical strengths by participating in interest clubs and sports.

**AS** 3.2.1) STEM Club

TI SW1

**- Details**

Action Step Description: Group of about 30 students will meet once a week to develop STEM projects and learn from ASU college students and profession new relevant information.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 3.2.2) Sports and Clubs

TI SW1

**- Details**

Action Step Description: Students are offered extracurricular sports and club activities such as student council, NJHS, STEM, baseball, basketball, track, etc.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 3.2.3) ELA and Math Tutoring

TI SW1

TSI

**- Details**

Action Step Description: Provide ELA and math tutoring for subgroups of students with disabilities and ELL needs.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 3.2.4) Reading and Math Interventions and Enrichment

TI SW1

TSI

**- Details**

Action Step Description: Provide ELA and math interventions for subgroups of students with disabilities and ELL needs.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 3.2.5) Strengthen Instruction for Students Monitoring and Evaluation

TI SW1

**- Details**

Action Step Description: Review student benchmark and CFA data at least twice a quarter by subject area department and provide a plan on how to improve performance and identify students needing specific interventions in math, reading, attendance or homework help. Check for student academic growth data in grades and tests at the end of each quarter to make adjustments in planning.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/18/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 3.2.6) Reading Interventionist

Title I LEA

TI SW1

**- Details**

Action Step Description: A reading interventionist will provide instructional support to targeted students to increase their reading skills. The reading interventionist will also provide PD to staff as needed. Salary and benefits will be paid out of Title 1.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 7/20/2020 to 6/30/2021

**P** 4) Principle 4 - Effective Curriculum

**- Details**

Primary Need: Our entire staff participates in professional learning to support effective implementation of adopted curricula.

Root Cause: Students: -Students would need to regularly be asked to feedback on the implementation of programs. -Students would need to be inquired upon often in regards to content for the curriculum and adopted materials. -Students need access to technology outside of school hours to fully support a modern curriculum. Make internet a public utility. Curriculum: -Curricula lacks in explanation. -Certain curriculum materials are out of date. -Finding curricula that is of high interest as well as engaging. Teachers: -A select few teachers participate in adoptions. -As students learn differently, so too do teachers and there should be a new way of introducing curricula to instructors. -Teachers need to be held accountable for and supported by administration when tasked with utilizing the curriculum.

Needs Statement: Structured feedback from students and instructors, as well as support in implementation from administrators to create a successful curricula.

Desired Outcomes: Curriculum requires support from the administration and feedback from both students and teachers along with materials that are up to date and meet the needs of the instructors to allow students the opportunities to be successful.

SMART Goal: By May 2021, 100% of the teacher will receive professional development in their subject area by an outside trainer, lead teacher or peer observation reviews.

**S** 4.1) Strategy 4.1

**- Details**

Strategy Description: Team Collaboration: Teachers will collaborate in their grade level, subject area and in articulations with other middle school in the district.

**AS** 4.1.1) Professional Learning Communities  
Prof Dev

TI SW1  
TSI


 **Details**

Action Step Description: Teachers of the same subject area meet one hour weekly to fine tune lesson plans with meaningful activities, technology integration, writing strategies and discussion of data. Teachers individually create mini plans of action to address students not being successful in their subject area.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

 4.1.2) Team Collaboration Monitoring and Evaluation

TI SW1

 **Details**

Action Step Description: Lesson plans will include differentiation and rigorous activities for students to demonstrate proficiency. Lesson plans will be designed in collaboration by same grade level and subject area teachers. Lesson plans will be checked weekly by department leads the week before lesson will be taught.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/18/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

 4.2) Strategy 4.2

 **Details**

Strategy Description: Standards and Curriculum Map: Teachers use AZ Standards and develop/use curriculum maps to guide their instruction.

**AS** 4.2.1) Peer to Peer Feedback

Prof Dev

TI SW1

**Details**

Action Step Description: Literacy leads provide training and feedback regularly throughout the year. ELA leads will have the opportunity to observe each other using the writing strategies. Teachers observing ELA teachers will have time to debrief and will receive feedback. This opportunity will be give to all teachers throughout the year.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.2.2) Planning

TI SW1

**Details**

Action Step Description: All teachers will use AZ State Standards and follow the school district's curriculum maps.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.2.3) Standards and Curriculum Map Monitoring and Evaluation



TI SW1


 **Details**

Action Step Description: Lesson plans will include differentiation and rigorous activities based on AZ Standards for students to demonstrate proficiency. Lesson plans will be designed in collaboration by same grade level and subject area teachers. Lesson plans will be checked weekly by department leads the week before lesson will be taught.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)


Timeline: 6/18/2020 to 6/18/2020

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

 4.3) Strategy 4.3

 **Details**

Strategy Description: Literacy and Math Leads: SMMS has 3 literacy and 3 math leads that support the rest of the teachers in the implementation of key skills in their subject area.

 4.3.1) Technology Training

Prof Dev

TI SW1

 **Details**

Action Step Description: Teachers will receive general and subject area training on ways to integrate technology in their lessons. School technology leads will provide the training.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.3.2) Peer to Peer Feedback

TI SW1

**Details**

Action Step Description: Literacy leads provide training and feedback regularly throughout the year. ELA leads will have the opportunity to observe each other using the writing strategies. Teachers observing ELA teachers will have time to debrief and will receive feedback. This opportunity will be given to all teachers throughout the year.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.3.3) Literacy Leads Monitoring and Evaluation

TI SW1

**Details**

Action Step Description: Literacy Leads will provide district training and support to all staff members in the form of in-services, workshops or individual assistance. Leads will keep a log of their interactions and teacher participation. In-services and workshops will be scheduled according to district request and/or school needs at least once a semester.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/18/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**S** 4.4) Strategy 4.4

**Details**

Strategy Description: General, ELD and Special Education Curriculum: General, ELD and Special Education teachers teach student at grade level and modify curriculum accordingly.

**AS** 4.4.1) District Adopted Textbooks

TI SW1

**Details**

Action Step Description: Teachers will use district adopted texts. Teachers will supplement with materials necessary and provide modifications and extensions for the students that needed.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.4.2) Reading, Writing and Vocabulary Strategies

TI SW1

TSI

**Details**

Action Step Description: SMMS teachers use strategies learned in reading, writing and vocabulary trainings to help student access the curriculum in all subject areas.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.4.3) Supplemental Resources

TI SW1

TSI

 **Details**

Action Step Description: Utilize supplemental resources to support students with disabilities and ELL needs, including Wonder Works, Into Math, AZ-MERIT ELA & Math Coach books, and other research-based supplemental resources deemed appropriate by the LEA.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.4.4) General, ELD and Special Education Curriculum Monitoring and Evaluation  
TI SW1

 **Details**

Action Step Description: Lesson plans will include differentiation and rigorous activities based on AZ State Standards for students to demonstrate proficiency. Lesson plans will be designed in collaboration by same grade level and subject area teachers. Lesson plans will be checked weekly by department leads the week before lesson will be taught.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/18/2020 to 5/14/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.4.5) Technology for Online Education  
Title I LEA  
N/A

 **Details**

Action Step Description: Technology such as chromebooks, chromebook cases, power cords, etc will be purchased to implement online schooling for middle school students.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 7/1/2020 to 6/30/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.4.6) Instructional supplies for the content area

Title I LEA

TI SW1

 **Details**

Action Step Description: Instructional materials such as science lab supplies, notebooks, highlighters, folders, presentation boards, organizational charts, white boards, maps, posters, etc.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 7/1/2020 to 6/30/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.4.7) Supplies for Students for Math

Title I LEA

TI SW1

 **Details**

Action Step Description: Supplies will be purchased for math classes such as graphing calculators, presentation boards, manipulatives, organizational charts.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 7/1/2020 to 6/30/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes

and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.4.8) Supplemental reading supplies

Title I LEA

TI SW1

**- Details**

Action Step Description: Supplemental reading supplies copy paper for practice packets, highlighters, pens, notebooks, folders, pencils, tags will be purchased to assist the students receiving tutoring and interventions.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 7/1/2020 to 6/30/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.4.9) Supplemental Supplies for Students

Title I LEA

TI SW1

**- Details**

Action Step Description: Supplemental materials (highlighter, poster board, folders, notebooks, paper, etc) will be purchased for teachers to use with students in their classes and for projects.

Person Responsible for this Action Step: Principals (Organization Role: Principals)

Timeline: 6/1/2020 to 6/30/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**P** 5) Principle 5 - Conditions, Climate & Culture

## **- Details**

Primary Need: Our staff has high expectations for learning for all students.

Root Cause: Students: -High absenteeism. -Lack of parental involvement. -Gaps in knowledge. -Lacking study skills. -Lack of organizational skills. Curriculum: -Poor rigor. -Move on before mastery. -Lack foundational knowledge. -Low depth of knowledge. -Missing scaffolding. -Inconsistency. Teachers: -Lots of material to cover. Can't teach things to as much depth as desired. -Lack of prep time. -A wide gap of learning levels and ability levels in each class.

Needs Statement: Our students need more support from all stakeholders in order to achieve higher expectations.

Desired Outcomes: We would like to have the academic levels raised for all our students, and eliminate any gaps.

SMART Goal: By May 2021, 100% of the staff members will implement strategies to positive reinforce good behavior to improve the academic and emotional growth mindset of the students.

## **S 5.1) Strategy 5.1**

### **- Details**

Strategy Description: Positive Intervention Behavior Support: Teachers will implement PBIS in their classroom/school to improve the school and classroom climate.

### **AS 5.1.1) PBIS Rewards**

TI SW1

#### **- Details**

Action Step Description: Students will receive rewards for each bulldog buck (BB) they receive. Teachers will hand out as many bulldog bucks as they can throughout the day to students that demonstrate positive behaviors. The students can exchange their BB for items such as spirit t-shirts, sweatshirt or other small gifts.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes

and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 5.1.2) Counseling and Social Worker

TI SW1

**- Details**

Action Step Description: We have a full-time counselor and full-time social worker available to deal with students' situation and parent guidance with their students.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 5.1.3) Positive Intervention Behavior Support Monitoring and Evaluation

TI SW1

**- Details**

Action Step Description: Establish expectations in how many times adults in the school encourage positive behaviors in our students and keep increasing goal. New goals will be increased every quarter. Quarterly evaluations will allow us to make modifications and create accountability for our students and teachers.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/18/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**S** 5.2) Strategy 5.2

**- Details**



Strategy Description: Kids At Hope: SMMS implements the belief that every student can succeed. We will do a couple of assemblies during lunch times to remind students and teachers that we have a common belief.

**AS** 5.2.1) Kids At Hope Assemblies  
TI SW1

**Details**

Action Step Description: Assemblies will be done during lunch times quarterly. Students and teachers will participate by signing pledges of our common belief and also they will be given opportunities to share personal experiences.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 5.2.2) Kids at Hope Monitoring and Evaluation  
TI SW1

**Details**

Action Step Description: Plan ahead of time events that will encourage the Kids at Hope framework. Events will be scheduled twice a year during lunch times. Teachers will receive a review of the framework and new staff members will receive the complete training. Kids at Hope pledge will be part of daily announcements.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/18/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**P** 6) Principle 6 - Family and Community Engagement

**- Details**

Primary Need: Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.

Root Cause: Students: -Lack accountability and taking ownership. -We have a hard time finding current contact information for students. -Lack of internet/technology access. Curriculum: -Middle school parent teacher conferences are not listed on district website or calendar. -Lack of a social media platform to meet parents where they are -Making curriculum transparent to parents. Teachers: -Ability to reach parents when needed. - Teachers lack time or incentive to support extra curricular activities.

Needs Statement: Create accountability and incentives for parents to maintain communication with the school.

Desired Outcomes: For students, parents, and teachers to continue to build upon and maintain positive relationships that will encourage academic and social success.

SMART Goal: By May 2021, SMMS will increase the number of parental and community involvement contact by 5% from previous school year.

**S** 6.1) Strategy 6.1

**- Details**

Strategy Description: Increase Parental Involvement: Santa Maria MS parents are welcome in the school. We have been able to provide to parents a variety of opportunities to participate in family and children related workshops. Staff members in the school have built positive relationships with parents and community members, but we have not been able to establish a formal way of recruiting volunteers. We also have several activities and events that families are invited in participating.

**AS** 6.1.1) Community Partnerships

TI SW1

**- Details**

Action Step Description: SMMS has partnered with ASU, Phoenix Police Department, and Target to help with the incentives for the school's Positive Behavior Reinforcement and collaboration to provide community with educational opportunities.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 6.1.2) Parent Learning Opportunities

TI SW1

 **Details**

Action Step Description: SMMS will offer opportunities to all parents in the school community to attend Academic Parent Teacher Conferences and get information about the school plan to improve their student education and information related to academic achievement of their students.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 6.1.3) Parent Volunteer Opportunities

TI SW1

 **Details**

Action Step Description: Encourage parents to come to the school and participates in various opportunities including PTO, Site Council, help teachers in the classroom, help with extracurricular activities, events, chaperoning field trip and events.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 6.1.4) ELD Parent-Student Workshop Opportunities

Title III LEP

TI SW1

TSI

 **Details**

Action Step Description: Parents of English Language Development students will have the opportunity to participate in three 2-hour workshops with the teacher of their students to learn ways how to help their students become successful in learning English and how to transfer that information in their student's academics.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 6.1.5) Increase Parental Involvement Monitoring and Evaluation

TI SW1

 **Details**

Action Step Description: Monitor the number of parent participation and evaluate how meaningful the events are for the families. Make necessary changes to improve participation. Have parent complete survey at the end of each event to evaluate the value of it.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/18/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**S** 6.2) Strategy 6.2

 **Details**

Strategy Description: Increase Parent-School Communication: Santa Maria MS staff members feel that communication is sometimes one-way. Even though, there is no language barrier in the school since there are many people that speak both languages, we feel parents are hesitant to communicate with the school.

**AS** 6.2.1) Safe and Drug Free School  
TI SW1

**Details**

Action Step Description: Parents play an important role in the safety of the students in the school. School and parents will work together to provide safe and appropriate internet access. SMMS will be in compliance with CIPA. SMMS will provide Law Related Education to students to prevent crimes and the use of drugs.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 6.2.2) 5th to 6th/8th to 9th Grade Transition Meetings  
TI SW1

**Details**

Action Step Description: Santa Maria MS coordinates and facilitates communication with elementary feeder schools and with the high school to make decisions on what type of classes will benefit the students the most. We have individual student meetings with specific students that require a plan for transition. Also, we invite the elementary feeder schools and high school to visit Santa Maria MS so students can familiarize themselves with the school or in the case of the high school, they come to visit the 8th grade classroom to provide information and do registrations. Parents are able to be present in any of this events.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 6.2.3) Increase Parent-School Communication Monitoring and Evaluation  
TI SW1

**Details**

Action Step Description: Make sure parents receive reminders in paper and via phone messenger in English and Spanish about site council meetings, PTO meetings and any other event that requires information in regards to student achievement and safety. Take attendance and minutes. Provide participants with opportunities to include agenda items for the meetings and make sure input is validated. Meetings will be held at least once a quarter.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/18/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**S** 6.3) Strategy 6.3

**Details**

Strategy Description: Increase Parent Decision-Making: When Site-Council, school events or PTO meets, it is seldom that we have a large representation of parents participating.

**AS** 6.3.1) Annual Title I Meeting  
TI SW1

**Details**

Action Step Description: SMMS will meet with stake holders at least 4 times a year to review school integrated action plan. During parent meetings administrators and parents will discuss the school and

district IAPs, the allocation of school's Title funds, parent/family policy, parent/school compact and provide a venue for parents to monitor, evaluate and make suggestions.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 6.3.2) Home School Connection--Student Agendas

Title I LEA

TI SW1

 **Details**

Action Step Description: SMMS will purchase student agendas as a way to communicate with the parents and increase the home-school connection. In addition the school will send quarterly bulletins to the families and will have bulletin available in our website. Grade level teachers maintain communication with parent through phone messages, agendas and texting. The more parents are informed, the more they can participate and provide input.

Person Responsible for this Action Step: Desiree Castillo (Organization Role: Principal)

Timeline: 4/5/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 6.3.3) Increase Parent Decision-Making Monitoring and Evaluation

TI SW1

 **Details**

Action Step Description: Make sure parents receive reminders in paper and via phone messenger in English and Spanish about site council meetings, PTO meetings and any other event that requires information in regards to student achievement. Take attendance and minutes. Provide participants

with opportunities to include agenda items for the meetings and make sure input is validated. Meetings will be held at least once a quarter.

Person Responsible for this Action Step: Desiree L. Castillo (Organization Role: Principal)

Timeline: 6/18/2020 to 5/21/2021

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere