

Goals and Action Steps

**Fowler Elementary District (070445000) Public District - FY 2025 - Santa Maria Middle School (070445103) Public School - Integrated Action Plan - Rev 0**

**Math Goal (Required)**

\* By the end of the 2024-2025 school year, the percentage of Grade Six to Grade Eight students achieving proficiency from Pretest to Post-test in Math on 2024-2025 Fowler Elementary School District 45 district-wide assessments will increase. By the end of the 2024-2025 school year, the percentage of students scoring minimally proficient at Santa Maria Middle School on the Math 2025 Arizona Academic Standards Assessment (AASA) Spring test will decrease.

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
<p>* The School Leadership Team (SLT) will meet regularly to monitor/evaluate student progress, review quarterly benchmark scores, DIBELs 8, intervention/after school tutoring groups as it relates to the SIAP. Teachers at each site will create &amp; maintain a class data binder that will include classroom, school and district level data. Principals will meet regularly with grade level teams to take a deeper dive into the data. Discussions are focused on student progress and areas that may need to be retaught. Data is reviewed with the Lead Team on a monthly basis and shared at the monthly staff meetings. Districtwide articulation (horizontal or vertical) is scheduled one time per quarter. Teachers meet with teachers in their grade level from other schools to collaborate, plan for upcoming lessons and review districtwide grade level scores. Vertical articulation groups meet to share the main skills that are needed to be prepared for the next grade level</p>	<p>* 2: Structures and Systems ▼</p>	<p>* July 2024 - May 2025</p>	<p>* Amelia Sanchez, Principal</p>

<p>* The Math Interventionist (MI) will provide instructional support to targeted students to support Math development. A diagnostic screener will be administered to identify areas of focus and create flexible groups. The MI will monitor and track progress using quarterly benchmark results and AASA scores. The MI may provide PD to staff as needed based on the site need(s).</p>	<p>* 6: Interventions ▼</p>	<p>* July 2024 - May 2025</p>	<p>* Amelia Sanchez, Principal</p>
<p>* Tutoring/interventions in Math will be provided to students who have been identified as academically at risk. Intervention will be held during the day and tutoring will occur after school. Teachers and principals will use a variety of data points to identify students. Student progress will be monitored by the principals and teacher tutors to determine if adjustments are needed to the targeted student groups. Supplemental supplies will be purchased for students to use in tutoring, as needed.</p>	<p>* 6: Interventions ▼</p>	<p>* July 2024 - May 2025</p>	<p>* Amelia Sanchez, Principal</p>
<p>* All students will have the option to participate in after school enrichment programs and clubs such as Math Challenge, yearbook and STEAM. Supplemental supplies will be purchased for students to use in enrichment activities, as needed.</p>	<p>* 7: Enrichment ▼</p>	<p>* July 2024 - May 2025</p>	<p>* Amelia Sanchez, Principal</p>
<p>* Common Formative Assessments (CFA) and Planning: Grade level teams will analyze benchmark data to select standards needing more instruction. Common formative assessments will be created using the Galileo test bank. CFA will be given to all students. Teachers will analyze results with administration to determine which students need interventions and enrichment. Plans will be developed to make sure interventions and enrichment is provided to students.</p>	<p>* 5: Instructional Practices ▼</p>	<p>* July 2024 - June 2025</p>	<p>* Amelia Sanchez, Principal</p>

## ELA Goal (Required)

\* By the end of the 2024-2025 school year, the percentage of Grade Six to Grade Eight students achieving proficiency from Pretest to Post-test in ELA on 2024-2025 Fowler Elementary School District 45 district-wide assessments will increase. By the end of the 2024-2025 school year, the percentage of students scoring minimally proficient at Santa Maria Middle School on the English Language Arts 2025 Arizona Academic Standards Assessment (AASA) Spring test will decrease.

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
<p>* The School Leadership Team (SLT) will meet regularly to monitor/evaluate student progress, review quarterly benchmark scores, DIBELs 8, intervention/after school tutoring groups as it relates to the SIAP. Teachers at each site will create &amp; maintain a class data binder that will include classroom, school and district level data. Principals will meet regularly with grade level teams to take a deeper dive into the data. Discussions are focused on student progress and areas that may need to be retaught. Data is reviewed with the Lead Team on a monthly basis and shared at the monthly staff meetings. Districtwide articulation (horizontal or vertical) is scheduled one time per quarter. Teachers meet with teachers in their grade level from other schools to collaborate, plan for upcoming lessons and review districtwide grade level scores. Vertical articulation groups meet to share the main skills that are needed to be prepared for the next grade level</p>	<p>* 2: Structures and Systems ▼</p>	<p>* July 2024 - May 2025</p>	<p>* Amelia Sanchez, Principal</p>

<p>* The Reading Interventionist (RI) will provide instructional support to targeted students in a push-in/pullout model. The RI will monitor and track progress (oral reading fluency, comprehension) and create flexible groups, based on student needs. DIBELS will be administered 3 times a year and results shared. The RI will provide PD to staff as needed based on the site need(s).</p>	<p>* 6: Interventions ▼</p>	<p>* July 2024 - May 2025</p>	<p>* Amelia Sanchez, Principal</p>
<p>* Tutoring/interventions in ELA will be provided to students who have been identified as academically at risk. Intervention will be held during the day and tutoring will occur after school. Teachers and principals will use a variety of data points to identify students. Student progress will be monitored by the principals and teacher tutors to determine if adjustments are needed to the targeted student groups. Supplemental supplies will be purchased for students to use in tutoring, as needed.</p>	<p>* 6: Interventions ▼</p>	<p>* July 2024 - May 2025</p>	<p>* Amelia Sanchez, Principal</p>
<p>* All students will have the option to participate in the after school enrichment programs and clubs. Programs may include yearbook, music, archery, Art, and intramural sports. Supplemental supplies will be purchased for students to use in enrichment activities, as needed.</p>	<p>* 7: Enrichment ▼</p>	<p>* July 2024 - May 2025</p>	<p>* Amelia Sanchez, Principal</p>
<p>* Common Formative Assessments (CFA) and Planning: Grade level teams will analyze benchmark data to select standards needing more instruction. Common formative assessments will be created using the Galileo test bank. CFA will be given to all students. Teachers will analyze results with administration to determine which students need interventions and enrichment. Plans will be developed to make sure interventions and enrichment is provided to students.</p>	<p>* 5: Instructional Practices ▼</p>	<p>* July 2024 - June 2025</p>	<p>* Amelia Sanchez, Principal</p>

## Additional Goal I

By the end of the 2024-2025 school year, the percentage of English Language Learners scoring proficient on the 2025 Arizona English Language Learner Assessment (AZELLA) Spring test will increase

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
<p>The School Leadership Team (SLT) will meet regularly to monitor/evaluate student progress, review quarterly benchmark scores, DIBELs 8, ELL after school tutoring groups and AZELLA data as it relates to the SIAP. Teachers at each site will create &amp; maintain a class data binder that will include classroom, school and district level data. Principals will meet regularly with grade level teams to take a deeper dive into the data. Discussions are focused on student progress and areas that may need to be retaught. Data is reviewed with the Lead Team on a monthly basis and shared at the monthly staff meetings.</p>	<p>2: Structures and Systems ▼</p>	<p>July 2024 - May 2025</p>	<p>Amelia Sanchez, Principal</p>
<p>The ELD team will meet a minimum of once per quarter, after hours, to monitor lesson plans and plan instruction based on the latest district quarterly benchmarks. Student progress will be discussed and teachers will determine the instructional focus for the next quarter to increase proficiency in English.</p>	<p>3: Learning Targets ▼</p>	<p>July 2024 - May 2025</p>	<p>Amelia Sanchez, Principal</p>
<p>Supplemental tutoring will be provided to students who qualify as ELLs and have been identified as academically at risk and would benefit from additional language support. Tutoring sessions will focus on speaking, reading fluency, and comprehension. Tutoring will occur after school. Teachers and principals will use the AZELLA scores and DIBELs to identify students. Student progress will be monitored by the principals and teacher tutors to determine if adjustments are needed to the targeted student groups.</p>	<p>6: Interventions ▼</p>	<p>July 2024 - May 2025</p>	<p>Amelia Sanchez, Principal</p>

<p>Teachers will recommend to the Student Intervention Team (SIT) students who are experiencing a challenge either academically, socially or with their behavior. The SIT committee will meet and create an intervention/goal. The Team will monitor the student progress and determine what progress has been made and if any adjustments need to be made.</p>	<input type="text" value="6: Interventions"/>	<p>July 2024 - May 2025</p>	<p>Amelia Sanchez, Principal</p>
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Additional Goal II			
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Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
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