

Goals and Action Steps

Fowler Elementary District (070445000) Public District - FY 2027 - Santa Maria Middle School (070445103) Public School - Integrated Action Plan - Rev 0

☒ If you did not upload a School Plan within Title I-A Targeted/Schoolwide Program Narrative or your uploaded plan **does not** contain all of this information, check the box and complete the following questions.

Math Goal (Required)

- * By the end of the 2026-27 school year, the percent of students districtwide demonstrating proficiency will increase by 10%, as measured by district-created pre- and post- Math benchmark assessments.

Action Steps With Identified Need	Related Focal Point #	Timeline	Person(s) Responsible & Title
* After School Tutoring: 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.	* 6: Interventions ▼	* September 2026 - May 2027	* Amelia Sanchez, Principal

* Math Intervention: Math interventions will provide instructional support to targeted students to support Math development. The teacher providing math interventions will monitor and track progress using quarterly benchmark results. Middle schools will utilize a Math Interventionist (MI) to provide instructional support to targeted students to support Math development. The MI may provide PD to staff as needed based on the site need(s).	* 6: Interventions ▼	* August 2026 - May 2027	* Amelia Sanchez, Principal
* Build Teacher Capacity: Teacher capacity will be increased for both new and continuing teachers through: targeted professional development offerings; opportunities for curriculum mapping, resource alignment, and vertical articulation; common formative assessment creation, review, and analysis; grade-level planning meetings; collaborative planning opportunities; and one-on-one coaching opportunities that include planning, modeling, and targeted observation and feedback cycles. Building this capacity will occur both in summer and throughout the school year. Mentoring will be utilized. Content-related and teaching practice focused conferences will also be leveraged to build capacity, where needed, as well as targeted consultant professional development sessions.	* 2: Structures and Systems ▼	* July 2026 - June 2027	* Amelia Sanchez, Principal

* Monitor & Evaluate (Data Binder, GLMs, District Artic, Site Leads): The School Leadership Team (SLT) will meet regularly to monitor/evaluate student progress, review quarterly benchmark scores, and intervention/after school tutoring groups data as it relates to the SIAP. Teachers at each site will create & 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.

* 2: Structures and Systems ▼

* July 2026 - June 2027

* Amelia Sanchez, Principal

ELA Goal (Required)

* By the end of the 2026-27 school year, the percent of students districtwide demonstrating proficiency will increase by 10%, as measured by district-created pre- and post- ELA benchmark assessments.

Action Steps With Identified Need

Related Focal Point #

Timeline

**Person(s)
Responsible
& Title**

* After School Tutoring: 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.	* 6: Interventions	* September 2026 - May 2027	* Amelia Sanchez, Principal
* Reading Intervention: The Reading Interventionist (RI) will provide instructional support to targeted students during pull out interventions. The RI will monitor and track progress and create flexible small groups, based on student needs. The RI will provide PD to staff as needed based on the site need(s). In addition, the classroom teacher will provide instructional support to targeted students in an inclusion model and will monitor and track progress and create flexible groups, based on student needs.	* 6: Interventions	* August 2026 - May 2027	* Amelia Sanchez, Principal

* Build Teacher Capacity: Teacher capacity will be increased for both new and continuing teachers through: targeted professional development offerings; opportunities for curriculum mapping, resource alignment, and vertical articulation; common formative assessment creation, review, and analysis; grade-level planning meetings; collaborative planning opportunities; and one-on-one coaching opportunities that include planning, modeling, and targeted observation and feedback cycles. Building this capacity will occur both in summer and throughout the school year. Mentoring will be utilized. Content-related and teaching practice focused conferences will also be leveraged to build capacity, where needed, as well as targeted consultant professional development sessions.	* 2: Structures and Systems ▼	* July 2026 - June 2027	* Amelia Sanchez, Principal
	* 2: Structures and Systems ▼	* July 2026 - June 2027	* Amelia Sanchez, Principal

* Monitor & Evaluate (Data Binder, GLMs, District Artic, Site Leads): 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 & 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.

Additional Goal I

By the end of the 2026-27 school year, the percent of students districtwide demonstrating proficiency will increase by 4%, as measured by AZELLA.

Action Steps With Identified Need

Related Focal Point #

Timeline

**Person(s)
Responsible
& Title**

Targeted After School Tutoring to ELs: Supplemental tutoring will be provided to students who qualify as ELs and/or SWD, have been identified as academically at risk and would benefit from additional language support. Tutoring sessions will be held after school and focus on speaking, reading fluency, and comprehension. 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. This meets the identified need for our ELLs and SWD subgroups to increase their level of academic achievement.	6: Interventions ▼	September 2026 - May 2027	Amelia Sanchez, Principal
ELD Meetings: The ELD school level 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/reviewed and teachers will determine the instructional focus for the next quarter to increase proficiency in English. The planning time will meet the identified need to increase the level of English proficiency.	3: Learning Targets ▼	September 2026 - May 2027	Amelia Sanchez, Principal
School Intervention Team: 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 to determine the level of progress achieved and if any adjustments need to be made.	6: Interventions ▼	July 2026 - May 2027	Amelia Sanchez, Principal

Monitor & Evaluate (Data Binder, GLMs, District Artic, Site Leads): 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 district and school plans. All teachers at each site will create & 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. The ongoing meetings will meet the identified need of increasing the level of academic proficiency.

2: Structures and Systems ▼

July 2026 - June 2027

Amelia Sanchez,
Principal

Additional Goal II

By the end of the 2026-27 school year, the percent of SWD students demonstrating proficiency will increase by 5%, as measured by district-created pre- and post benchmark assessments.

Action Steps With Identified Need

Related Focal Point

Timeline

Person(s) Responsible & Title

After School Tutoring: Tutoring/interventions in ELA and 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.

6: Interventions ▼

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Amelia Sanchez,
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Build Teacher Capacity: Teacher capacity will be increased for both new and continuing teachers through: targeted professional development offerings; opportunities for curriculum mapping, resource alignment, and vertical articulation; common formative assessment creation, review, and analysis; grade-level planning meetings; collaborative planning opportunities; and one-on-one coaching opportunities that include planning, modeling, and targeted observation and feedback cycles. Building this capacity will occur both in summer and throughout the school year. Mentoring will be utilized. Content-related and teaching practice focused conferences will also be leveraged to build capacity, where needed, as well as targeted consultant professional development sessions."	2: Structures and Systems ▼	July 2026 - June 2027	Amelia Sanchez, Principal
Sped Department Meetings: The sped school level team will meet a minimum of once per month to monitor lesson plans and plan instruction based on the latest district quarterly benchmarks. Student progress will be discussed/reviewed and teachers will determine the instructional focus for the next quarter to increase student growth and achievement. The planning time will meet the identified needs to support students with disabilities.	3: Learning Targets ▼	July 2026 - June 2027	Amelia Sanchez, Principal

Monitor & Evaluate (Data Binder, GLMs, District Artic, Site Leads): The School Leadership Team (SLT) will meet regularly to monitor/evaluate student progress, review quarterly benchmark scores, after school tutoring groups and other relevant sped data as it relates to the district and school plans. All teachers at each site will create & 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. The ongoing meetings will meet the identified need of increasing the level of academic proficiency.

2: Structures and Systems ▼

July 2026 -
June 2027

Amelia
Sanchez,
Principal