

# **SANTA ANNA ELEMENTARY**



# **CAMPUS PLAN 2018-2019**

**ALETHA PATTERSON, PRINCIPAL**  
**ADOPTED BY BOARD ON** 11/14/18

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## Santa Anna Elementary **Mission Statement**

Santa Anna Elementary School, with the help of parents and community, will provide an environment essential for all students to achieve a quality education and prepare them for the 21<sup>st</sup> century, regardless of socio-economic or ethnic background.

## **Vision Statement**

The vision of Santa Anna Elementary School is to provide excellence in education for every student. With a dedicated, caring staff, we seek to foster a secure, positive, and engaging learning atmosphere. In this environment, students will be empowered with the critical-thinking, problem-solving, and decision-making skills necessary to be successful in life.

### **2018-2019 Site-Based Committee**

Name	Committee Role
Aletha Patterson	Principal
Kristi Herrod	Counselor/District Admin
Amanda Ellerbe	Nurse
Amanda Sikes	Classroom Teacher
Olivia Perry	Classroom Teacher
Micah McIver	Classroom Teacher
Darla Medley	Dyslexia Teacher
Kendall Parson	Special Education Teacher
Sarah Taylor	Campus Paraprofessional
Jamie Davila	Parent Representative
Amanda Wise	Parent Representative
David Herrod	Business Representative
Janice Hipsher	Business Representative
Janet Neff	Community Representative
Jennifer Rutherford	Community Representative

## State Compensatory Education Components

### Description of Program

Santa Anna Elementary uses State Compensatory money to supplement academic programs. Kindergarten thru sixth grade students are provided tutorial classes 4 days per week. Every student scoring below 70% on the STAAR Assessment test and BOY benchmarks will be required to attend. In addition, any student receiving a grade below 70 in Reading, English, Math, or Science will be required to attend.

Santa Anna Elementary uses the following: the AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

2018

## **Santa Anna Elementary Needs Assessment/Summary of Findings**

Santa Anna Elementary Site Based Committee members met on August 13, 2018. The committee reviewed and discussed the 2018 STAAR results and 2018 RTI benchmark and TPRI scores. The committee found that the areas in greatest need for improvement were in math and early reading interventions. Approximately 8% of students in grades K-2 were tested for dyslexia and reading disabilities in 2017-2018. With early identification and interventions, our goal is for all students to be performing on grade level by the beginning of third grade. The following programs are used to provide interventions in Tier 2 and Tier 3 of RTI: Study Island, Reflex Math, Read Naturally, StemScopes, Reading Plus and pull-out teacher intervention classes. Renaissance Learning progress monitoring assessments will be used to track student growth. TPRI testing will be used to determine progress for students in PK-2 grades.

The committee reviewed student data from 2017-2018 to look for trends in student learning. Results show that inconsistent gains are being made in Reading and Math across most grade levels. Areas of need were identified in all grade levels of Reading and Math. STAAR results revealed that only 36% of students met grade level standard or above on reading and only 39% on math. The committee agreed that reading tutorials from 3:15-3:45 should be continued for the students identified. The committee also recommended that Reading Plus program be offered to increase student reading skills and comprehension. The ACE program will continue to offer before and after school supports to provide assistance for student learning. Identified students will be placed in 45 minute RTI classes to receive small group instructional interventions. Title 1 funding will be used to provide an additional staff member to provide Tier II and Tier III interventions and in the purchase of the Supplemental StemScopes science program. The committee recommended that professional development opportunities be found to provide supports for all teachers. At-Risk students showed to perform below non At-Risk in most areas. Tutorial periods will be provided using State Comp Ed funds to provide instructional interventions.

Teachers at Santa Anna Elementary are working toward the development of 21<sup>st</sup> century classrooms, using Interactive Smart Boards and integrating technology into all classes.

As a School-wide Title 1 campus, Title 1 funds will be used to provide para-professional support to provide additional one-on-one assistance for struggling students in core-subject areas. Title II funds will be used to provide an additional teacher for class-size reduction. The committee agreed that, with the programs being provided during the school day and the before and after school programs, a good foundation is in place to support all students to reach their full potential.

As an Improvement Required campus Santa Anna Elementary Campus Leadership Team met on September 4, 2018 to further disaggregate data and determine root causes and identify goals and strategies for improvement. The findings revealed that students were not meeting the academic growth expectations with on the STAAR assessment. Only 34% of the students were at meets grade level or above in reading and only 35% were at meets grade level or above in math. In addition results indicated that only 11% mastered grade level standards in reading and 7% mastered grade

level in math. The root cause was determined to be lack of classroom rigor. The team set goals for the upcoming year to increase grade level performance to 40% in reading and to 40% in math. The goal to increase mastery was set at 16% for reading and 12% for math. In order to reach these goals the following strategies were established.

### **Identified Strategies**

- 1. Increase Instructional Time for Identified Students**
- 2. Scheduling Regular Staff/PLC Meetings**
- 3. Monthly Newsletters for Parent/Home Communications**
- 4. Common Interim Assessments**
- 5. Classroom Observations with Effective Feedback**
- 6. Increase Classroom Rigor with unified curriculum and questioning stems**
- 7. Staff development for administrators, teachers and paraprofessionals is recommended in the following areas:**
  1. Reading Comprehension/ELA Strategies
  2. Intervention for At-Risk Students
  3. Classroom Management Strategies
  4. DMAC,TEKS Resource System, and TexGuide Curriculum program
  5. Instructional Coaching
  6. Gifted and Talented for Classroom Teachers
  7. Writing Strategies
  8. Required Ethics Training
  9. Scope and Sequence in Reading and Math

### **SCE Funds for Supplemental Activities for Students At-Risk**

1. Tutorials are required for all students identified at-risk. This list is compiled from STAAR scores, 6-week report cards, Progress Monitoring data, and TPRI scores. State Comp Ed funds are budgeted for teacher salaries and extra duty pay.

### **Measurable Performance Objectives**

Students are identified into the SCE program (tutorials) through teacher evaluation, STAAR scores, benchmark results, progress monitoring reports, TRPI scores, and 6-week grades. Students are monitored on a daily basis for understanding. Students may be added or dismissed from the tutorial/RTI program at the end of any six-week period. Student grades, STAAR scores, RTI assessments, TPRI scores and Star Enterprise progress monitoring reports are used to measure progress in each program.



## **Timelines for Monitoring Strategies**

The STAAR test is given one time per year. TPRI is given twice for Kindergarten and three times for first and second grades. RTI Tier 2 and 3 progress monitoring assessments are every three weeks using the Star Enterprise program and Tier 1 progress monitoring will be once each six-week period. Benchmark tests are given twice a year in state assessed areas. The results are used to determine necessary interventions to ensure student success.

## **Formative and Summative Evaluation Criteria**

- 3 week reports
- 6 week reports
- STAAR scores
- TPRI scores
- Circle Progress Monitoring Reports
- Star Enterprise progress monitoring each six-week period
- RTI monitoring reports each three week period
- Campus Benchmark Testing

## **Federal, State and Local Funding Sources**

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students:

- State Compensatory Education
- Title 1
- Title 1 – Comprehensive Improvement Grant
- Title II
- Title IV
- Local Funds

This schoolwide program will consolidate funds in the following way: Title I Only

## ELEMENTARY CAMPUS IMPROVEMENT PLAN 2018-2019

Goal 1: By May 2020 – At least 90% of all students and all sub-groups will meet approaches grade level on all sections of the Texas State Assessment and percentages in the meets and masters grade level standards will increase.

Objective 1: By May 2019 – At least 90% of all students and all sub-groups will meet approaches grade level on the math section of the Texas State Assessment, 40% will meet grade level standards and 16% will master grade level standards.

Activity	Person Responsible	Resources	Monitoring Timeline	Formative Assessment	Summative Assessment
1. Students will reinforce math skills through the state adopted curriculum programs. (K-6)	Classroom Teachers, Principal	State Adopted Curriculum Materials	Every 6-Weeks, May 2019, June 2019	Weekly Tests, Student Grade Reports, Quizzes, Homework, Progress Monitoring reports	% of students passing the Math STAAR tests and TPRI tests
2. Students will use various other math activities to improve math skills. ACE program will incorporate Reflex Math, Study Island, and homework help time. Paraprofessionals will provide one-on-one instructional assistance.	ACE Staff, Classroom Teachers, paraprofessionals	ACE Supplies, Manipulatives, Reflex Math, Study Island	Weekly Assessment, Every 6-Weeks	Lesson Plans, Student progress reports, Study Island, and Reflex Math logs and reports	STAAR test results, Student Promotion Report
3. Students identified as gifted will receive accelerated instruction and pull-out instruction.	G/T Teacher, Classroom Teachers, Principal, Counselors	G/T funds, Teacher Training,	Each 6-Week Period	Class Schedule, Lesson Plans, G/T program	G/T project, STAAR results
4. Provide opportunities for Math Teachers to attend professional development sessions and in-class instructional coaching	Principal, Math Teachers	Region XV ESC, local funds, Title 1-Comp Imp Grant funds – Hoonuit Program \$1,850, Sub Teachers \$3,500, Instructional Coach \$5,000	Aug. 2018 – May 2019, Summer 2019	Workshop Certificate, Classroom Observations	STAAR test results

Activity	Person Responsible	Resources	Monitoring Timeline	Formative Assessment	Summative Assessment
5. Students identified as Special Education will receive instruction as specified in their IEP.	Special Education Teacher, Classroom Teachers, Principal, counselors	Spec Ed funding – 1 FTE, Heartland Co-op, Instructional Supplies, Curriculum	Every 6-weeks	Lesson Plans, ARD Minutes, Progress Reports	STAAR and STAAR A test results
6. At-risk students including homeless will receive instruction in regular classes or in special education programs. Tutorials and ACE program are also available to all at risk students.	Special Education Teacher, Classroom Teachers, Principal, counselors	IEP Program, Heartland Co-op, Instructional Supplies, Curriculum, Modification Sheets	Every 3 or 6 week period	Lesson Plans, IEPs, ARD Minutes, Progress Reports, Progress Monitoring reports	STAAR and STAAR A test results, Grade Reports
7. Students not meeting minimum expectations in the regular classroom will receive services through special programs offered, such as, but not limited to: RTI, Dyslexia, 504, Title 1, Special Education, Tutorials, ESL and Extended Day Intervention class.	Special Education Teacher, Classroom Teachers, Principal, counselors	Go Math, Manipulatives, Study Island, Reflex Math, Teacher-made activities, Star Enterprise, Comp-Ed funds - 1.6 FTEs -\$56,120, Title 1 funds, Local funds, Comp Imp Grant funds - \$17,000	Each 3 and 6 weeks periods	Progress monitoring reports, Progress and Grade Reports	STAAR test and promotion rates
8. ACE program students will receive additional homework help.	ACE Director, ACE instructors,	ACE Funds, volunteers	Every 3 or 6 weeks, May 2019	ACE records, progress and grade reports	Report Cards, Promotion rates, STAAR test results
9. Appropriately certified staff will lead student instruction for all students, and 100% of teachers will attend highly quality professional development	Principal, Staff	Region 15 ESC, Hoonuit Program \$1,850 – Comp Imp Grant funds	Aug. 2018-May 2019, Summer 2017	Training Certificates	SBEC Certifications
10. Use of questioning stems at high level of rigor will be used in classrooms, observed, and feedback given to make improvements	Principal, Staff, ESC	Region 15 ESC TexGuide Program Title IV funds \$5,000, Mentoring Minds \$7,500, Lone Star Daily Rigor \$2,200, Math Warm Ups \$2,200 – Comp Imp Grant funds	Nov. 2018-May 2019, Every 6 week period	Lesson Plan, Classroom Observations	Report Cards, STAAR reports

Activity	Person Responsible	Resources	Monitoring Timeline	Formative Assessment	Summative Assessment
11. Additional teachers and instructional aide will be added to reduce class size and provide more one-one, small group support to grades pre-k - 3	Principal	Title I - Comprehensive Improvement Grant funding-Teacher \$31,000 1 FTE, Aide \$15,000 1 FTE	Sept 2018-Aug. 2019, Every 3 or 6 week period, May 2019	TPRI results, Progress monitoring reports	Student Report Cards, EOY assessments

Goal 1 – Objective 2: By May 2019 – At least 90% of all students tested will score approaches grade level standards on the Science section of the State Assessment, 40% will meet grade level standards and 12% will master grade level standards

Activity	Person Responsible	Resources	Timeline	Formative Assessment	Summative Assessment
1. Students will reinforce science skills through TEKS based curriculum.	Principal, Science Teachers	State Adopted Curriculum, Science Labs, StemScopes - Title 1 funds - \$705.95	3 week reports, 6-week reports, June 2019	Weekly Tests, Student Folders, Quizzes, Homework grades, Lab Activities, Lesson Plans, Benchmark results	STAAR test results
2. Students will use a variety of science activities and learning styles. STEM activities will be offered in the ACE program to supplement instruction.	Principal, classroom teachers, ACE director, ACE staff, paraprofessionals	Manipulatives, Lab supplies, ACE materials, Stemscores, Smart Boards, Mindworks Program	3 week reports, 6-week reports, June 2019	Weekly Tests, Student Folders, Quizzes, Homework grades, Lab Activities, Lesson Plans, Benchmark results, StemScope reports, ACE records, Lesson Plans	STAAR results

Activity	Person Responsible	Resources	Monitoring Timeline	Formative Assessment	Summative Assessment
3. Students will participate in STAAR preparation classes	5 <sup>th</sup> Grade Science Teacher	Study Island, Texas Fusion, StemScopes, Lone Star Daily Rigor, Mentoring Minds	3 & 6 week reports, June 2019	Pre/Post test results Benchmark tests, Stemscopes Reports	STAAR results
4. Resource IEP will be followed for special education students as indicated in ARD meetings.	Principal, Special Education Teachers, Classroom Teachers, Heartland Co-op	Special Education Funds, State adopted curriculum, Heartland Co-op, Stemscopes, Study Island, IEPs	Aug. 2018-May 2019, 3 & 6 week reports, May & June 2019	Progress Folders, ARD Minutes, Progress Reports	STAAR Test Results
5. Science Teachers will be provided the opportunity to attend professional development sessions and receive in-class instructional coaching	Principal, Science Teachers	Region 15 ESC, Hoonuit Program \$1,850 – Comp Imp Grant funds – Sub Teachers \$3,500, Instructional Coach \$5,000	Aug. 2018 - May 2019, Summer 2019	Training Certificates	Training Certificates, STAAR results
6. Use of questioning stems at high level of rigor will be used in classrooms, observed, and feedback given to make improvements	Principal, Staff, ESC	Region 15 ESC TexGuide Program \$5,000 – Title IV funds, Lone Star Daily Rigor \$2,200, Mentoring Minds \$7,500– Comp Imp Grant Funds	Nov. 2018-May 2019, Every 6 week period, June 2019	Lesson Plan, Classroom Observations	Report Cards, STAAR reports

Goal 1, Objective 3: By May 2019- At least 90% of all students tested will score approaches grade level standards on the Reading section of the State Assessment, 40% will meet grade level standards, and 16% will master grade level standards.

Activity	Person Responsible	Resources	Timeline	Formative Assessment	Summative Assessment
1. Teachers will reinforce reading skills through the AR reading program and monitor progress.	Principal, Classroom Teachers, Librarian	AR Program, Library, Star Renaissance - \$3,017.70 Program, TPRI tests - Title 1 \$597.50	Aug. 2018 - May 2019, Every 6 week period, June 2019	AR reports, Six - week point sheets,	Progress monitoring reports, STAAR results
2. Students will use various reading activities that reinforce different learning styles. Students in the ACE program will receive additional support in AR and Reading instruction.	Principal, classroom teachers, ACE director, ACE staff, paraprofessionals	Read Naturally, State Adopted curriculum, AR program, Star Enterprise \$3,017.70, Title 1 funds, ACE funds, Study Island, volunteers,	Aug. 2018- May 2019	Progress monitoring reports, Progress and Grade Reports, Lesson Plans, ACE records,	STAAR results, Progress Monitoring Assessment Results
3. Students will participate in STAAR preparation classes.	Reading Teachers	Read Naturally, Study Island, Lone Star Daily Rigor \$2,200, Countdown to STAAR Rdg & Writing \$2,000 - Comp Imp Grant funds	Aug. 2018- May 2019, Each 6 week period	Progress monitoring reports, Progress and Grade Reports	STAAR Test results
4. Gifted/Talented student will receive instruction by a GT teacher in a pull-out program	GT Teacher, Principal, counselor	GT Funds, Region 15 ESC, Community volunteers	Aug. 2018- May 2019	GT Schedule, Lesson Plans	End-of-Year GT Folder and Projects

Activity	Person Responsible	Resources	Monitoring Timeline	Formative Assessment	Summative Assessment
5. Reading teachers will be provided the opportunity to attend reading workshops at ESC 15 and through district training sessions and receive in-class instructional coaching	Principal, Classroom Teachers, Paraprofessionals	Region 15 ESC, local funds, Title I Comp Imp Grant funds – Hoonuit Program \$1,850, Sub Teachers \$3,500, Instructional Coach \$5,000	Aug 2018-May 2019, Summer 2019	Training Certificates	Training Certificates, STAAR results
6. Students identified as Special Education will receive instruction as indicated on IEPs. Students enrolled in the ACE program will receive assistance with reading during homework hour and extension activities.	Principal, Classroom Teachers, Special Education Teacher, Heartland Co-op, ACE Director, ACE Staff	Heartland Co-op, Special Education funds, ACE funds, volunteers	Aug 2018-May 2019, Every 6 week period, June 2019	Progress monitoring reports, Progress and Grade Reports, Lesson Plans, ACE records	STAAR test results
7. At-risk students, including homeless, will receive high quality instruction in the regular classroom and in summer school from teachers and paraprofessionals.	Principal, Classroom Teachers, paraprofessionals	State Adopted curriculum, Study Island, Star Enterprise, Comp Ed funds – \$8,800, Title I Funds	Every 3 & 6 week period, June 2019	Progress monitoring reports, Progress and Grade Reports, Lesson Plans	3 & 6 week progress reports STAAR test results
8. Activities will be offered in the ACE program to provide students with life skills, nutrition, and character education	ACE director, ACE staff	ACE materials, ACE funds, volunteers	Aug 2018-May 2019	ACE records	ACE reports

Activity	Person Responsible	Resources	Monitoring Timeline	Formative Assessment	Summative Assessment
9. Students not meeting minimum expectations in the regular classroom will receive individualized instruction through special programs offered, such as, but not limited to: RTI, 504, Title 1, Special Education, ESL, and Extended Day Intervention Class	Principal, Classroom Teachers, Counselor, Dyslexia Teacher, Special Education Teacher	State Adopted Curriculum, RTI classes - Comp Ed funds - .5 FTE \$20,000, Title 1 funds, Special Education funds, Study Island, Star Enterprise, local funds, Title I Comp Imp Grant funds - teachers \$17,000, Lone Star Daily Rigor \$2,200, Mentoring Minds \$7,500, Countdown to STAAR Reading & Writing 2,000, Supplies \$3,000	Aug 2018- May 2019, Every 3 & 6 week period	Progress monitoring reports, Progress and Grade Reports	3 & 6 week progress reports STAAR test results
10. Identified Dyslexic and at-Risk students will attend tutorials in Reading, be provided reading assistance and have the opportunity to attend the ACE program for instructional support.	Principal, Classroom Teachers, Dyslexia Teacher, ACE Director, ACE staff	Comp. Ed. Funds - \$2,150, ACE funds, Reader Pens \$10,500 - Comp Imp Grant funds	Sept 2018- May 2019	Tutorial Rosters, Grade Reports, Progress Monitoring Reports	STAAR test results
11. Additional teachers and instructional aide will be added to reduce class size and provide more one-one, small group support to grades pre-k - 3	Principal	Title I - Comprehensive Improvement Grant funding - Teacher \$31,000 1 FTE, Aide \$15,000 1 FTE	Sept 2018- Aug. 2019, Each 6 week period	TPRI results, Progress monitoring reports	Student Report Cards, EOY assessments
12. Use of questioning stems at high level of rigor will be used in classrooms, observed, and feedback given to make improvements	Principal, Staff, ESC	Region 15 ESC TexGuide Program \$5,000 Title IV funds, Lone Star Daily Rigor \$2,200 - Comp Imp Grant funds	Nov. 2018- May 2019, Each 6 week period	Lesson Plan, Classroom Observations	Report Cards, STAAR reports



Goal 2: By May 2020 – Student dropout rate will be less than 1%

Objective: By May 2019 – Student dropout rate will be maintained at less than 1%.

Activity	Person Responsible	Resources	Timeline	Formative Assessment	Summative Assessment
1. Students will be identified as At-Risk using appropriate criteria.	Principal	TEA At-Risk Criteria Form, Student Records, PEIMS data, Board Policy	Sept 2018 And Jan 2019	At-Risk Report, Student Grade Reports	AEIS Report, PEIMS data, School Report Card
2. At-risk students, including homeless, will receive Title 1, Dyslexia, 504, RTI, Special Education and ESL services as identified as necessary in order to be successful. At-risk students will be provided an opportunity to attend the ACE program for additional instructional support and enrichment activities.	Principal, Classroom Teachers, Special Education Teacher, Dyslexia Teacher, ACE Director, ACE Staff	State Adopted Curriculum, Title I funds – 34,233.19 1 FTE, Paraprofessionals, ACE Supplies, ACE funds, Star Enterprise, Study Island, Reflex Math, Stemsscopes	Aug 2018- May 2019, Each 3 & 6 week period	Grade Reports, Progress monitoring reports, RTI records, ACE records and enrollment	3 & 6 week grade reports, Progress monitoring data. STAAR Test results
3. At-Risk students will receive STARR remediation on skills not mastered through pull-out RTI period, tutorials, or extended day learning.	Classroom Teachers, Principal	Benchmark tests, Reflex Math, Study Island, Stemsscopes, Star Enterprise, Mentoring Minds \$7,500 – Comp Imp Grant Funds	Each 3 week report period	Progress reports, Class grades, Star Enterprise tests	STAAR test results
4. Teachers will schedule and document parent conferences	Classroom Teachers	Conference Reports and Schedule	Dec. 2018 & April/May 2019	Conference Documentation	Contact Sheets
5. Decrease discipline referrals in Special Education. Provide discipline strategies, classroom management plan, and review student code of conduct.	Classroom teachers, Principal, Special Education Teachers	IEPs, Professional Development, Code of Conduct, Referrals	Each 6 week period, May 2019	Referral reports, Behavior forms, BIPs	PEIMS End of Year Report
6. Counselor will provide classroom instruction on violence prevention and anti-bullying.	Counselor	Violence and Anti-bully curriculum	Oct 2018- Nov 2019, May 2019	Discipline Referral Records	End of Year PEIMS Discipline Report

Goal 3: By May 2020 – 100% of Elementary classrooms will achieve and maintain 21<sup>st</sup> Century classrooms. Santa Anna Elementary students will be exposed to technology applications standards.

Objective: By May 2019 – Each teacher will receive ongoing professional development on technology integration and tools.

Activity	Person Responsible	Resources	Timeline	Formative Assessment	Summative Assessment
1. Students will attend classes using computer technology to complete assignments/projects. ACE students will be provided keyboarding activities and lessons.	Technology Director, ACE Director, ACE staff, Principal	Student Laptops, Typing Program, Computer Labs, ACE equipment,	Aug 2018-May 2019	Lesson Plans, Class Schedules, ACE records	Lesson Plans, Student Projects
2. Students in grades 1-6 will use the Internet as a research tool. Grades 4-6 will receive 1-1 laptops. Grades K-3 will use tablets for AR testing and supplemental instructional use.	Principal, Technology Director, Classroom Teachers	Computer Labs, Student Laptops, Internet Access, Paraprofessionals, Local Funds,	Aug 2018-May 2019	Lesson Plans, Lab Schedule, Laptop Distribution Lists	Student research projects
3. ACE program will increase use of all technology. Tablets will be provided for grades Pre-K-3.	ACE Director, ACE Staff, Technology Director, Internet Access	ACE Funding ACE Equipment and Supplies	Aug 2018-May 2019	ACE Records	Independent Technology Skills
4. Students in grades K-3 will use classroom sets of tablets for AR testing and tablets will be added to the Pre-K classroom for center learning	Classroom Teachers, Librarian	Paraprofessionals, Tablets, AR Program, Library Books, <b>Comp Imp Grant funds \$3,750</b>	Aug 2018-May 2019, Each 6 week period	Point Sheets	AR Reports, Lesson Plans
5. Provide ongoing training on technology integration in core subject areas.	Classroom Teachers, Technology Director, Principal	Region 15 ESC Online training	Aug 2018-May 2019 Summer 2016	Workshop Certifications, Lesson Plans	Training Certificates
6. Teachers will use DMAC for data analysis to drive instructional decisions and the TexGuides program to align scope and sequence with instructional activities	Classroom Teachers, Principal	Region 15 ESC, DMAC Program, <b>TexGuide Program \$5,000 – Title IV funds</b>	Sept. 2018-May 2019	DMAC Report, Training Log, Lesson Plans	Improvement in STAAR scores

Activity	Person Responsible	Resources	Monitoring Timeline	Formative Assessment	Summative Assessment
7. Teachers will utilize the TEKS resource system to provide focused scope and sequence in content areas.	Classroom Teachers, Principal	TEKS Resource System, Region 15 ESC	Oct. 2018-May 2019, Weekly	Training Log, Lesson Plans	Usage Reports, Lesson Plans
8. Teachers will be provided a laptop computer for lesson planning and instructional use.	Technology Director, Teachers, Principal	Laptops, DMAC, TEKS Resource, TexGuides, State Adopted Curriculum, <b>Comp Imp Grant funds \$10,500</b>	Nov 2018-May 2019	Lesson Plans	Improvement of Assessment Scores

Goal 4: By May 2020 – Parents and community members will be partners in educating the children attending Santa Anna Elementary, our community school.

Objective 1: By May 2019 – 80% or more of parents/guardians will be attend and participate in at least three events regarding their child’s/ children’s education at Santa Anna Elementary.

Activity	Person Responsible	Resources	Timeline	Formative Assessment	Summative Assessment
1. Meet the Teacher Night, School Assemblies, Open House, Field Day, Book Fair, and other school activities will occur in order to increase parent awareness.	Principal, Classroom Teachers, Librarian	Newspaper, Local Business Participants, Donations for Prizes, Room Mothers, Parent Volunteer Program	Aug. 2018, Each 6 week period, Sept. 2018, Nov. 2018	Guest List from Events	Sign-In Sheets
2. Parent/Teacher Conferences	Principal, Classroom Teachers	Student Work, Gradebook reports, STAAR Reviews, Progress Monitoring Reports	Aug 2018-May 2019	Teacher Documentation of Conferences	End-of-Year Contact Sheets
3. Teachers will attend parent involvement training and will implement strategies on campus to facilitate involvement	Principal,	Classroom Teachers, ESC 15, Training Presentation, Cafeteria, Projection System	Aug. 2018	Training Roster	Sign-In Sheet

Activity	Person Responsible	Resources	Monitoring Timeline	Formative Assessment	Summative Assessment
4. Parents are sent a monthly contact newsletter in their home language.	School Secretary	ESC 15, Newsletter supplies \$2,000-Comp Imp Grant funds	Oct. 2018-May 2019, Monthly	Posted on Counselor's Website and distributed on paper	Posted on SAISD Website, copies of newsletters
5. Parents of all Pre-Kindergarten students are invited to attend a Kindergarten Registration Orientation to implement a smooth transition.	Principal, School Secretary	Newspaper, Letters home to current students, Child Find Process	Aug. 2018	Registration of Kindergarten Students	Sign-In Sheets
6. All stakeholders will be trained in child abuse awareness.	Principal, SAISD Administration, SAISD Staff	Training Video Program, TASB Policy	Aug. 2018	Training Certificates	Child abuse will be reported according to policy.

Goal 5: By May 2020 – Bullying and incidents of violence at Santa Anna Elementary will decrease.

Objective 1: By May 2019 – Staff will create awareness on drugs and violence. Violence and incidents of bullying will decrease by 5%.

Activity	Person Responsible	Resources	Timeline	Formative Assessment	Summative Assessment
1. Drug and violence prevention education will be provided to students and teachers.	Principal, Counselor, Classroom Teachers	Red Ribbon Materials, Anti-bullying program-Comp Ed Funds - \$5,190	Oct 2018, Weekly for 6 weeks, Then monthly	Program Schedule, Red Ribbon Schedule	5% Reduction of Bullying, Violence Reports
2. Character Education will be provided through the ACE program	ACE Director, ACE staff	Bucket Fillers Program, Manners Program	Aug. 2018-May 2019	ACE records, lesson plans	5% Reduction of Bullying, Violence Reports
3. Red-Ribbon Week activities will promote a drug-free lifestyle	Counselor	Red Ribbon Materials	Oct. 2018	Classroom instruction schedule	5% Reduction of Bullying, Violence Reports
4. Identified students will be provided with anger-management strategies to ensure social and academic success	Principal, Counselor, Classroom Teachers	Anger-management strategies, Personal Behavior Plans	Ongoing as needed	Behavior Plans, Office Referrals	PEIMS Discipline Reports

Goal 6: Appropriately Certified Staff – Santa Anna Elementary will continue to employ 100% Appropriately Certified staff who are assisted by Highly Qualified Paraprofessionals.

Objective: 100% of core teachers will be highly qualified by the end of the school year. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. 100% of new hires will be highly qualified prior to employment.

Activity	Person Responsible	Resources	Timeline	Formative Assessment	Summative Assessment
1. Conduct recruitment activities to ensure appropriately certified personnel for all positions.	Superintendent Principal	Local, Title 2 Funds, Region 15 ESC	February 2019	Number of Positions Posted	Number of Applications Received
2. Employ appropriately certified teachers in order to reduce class size and increase student success.	Superintendent, Principal	Title 2 Funds - 1 FTE - \$10,321	July 2019	Teacher contract	STAAR test results
3. Attend job fairs, visit job posting sites, and maintain an active webpage for prospective employees.	Superintendent, Principal, Technology Director	Local Funds, Webpage	As needed or available	Number of positions posted	Number of applications received
4. Provide above-base pay in order to attract highly qualified teachers.	Superintendent, Principal, Business Manager	Local Funds	As needed positions are filled	Highly qualified reports	Highly qualified reports
5. Provide Paraprofessionals training opportunities to become highly qualified.	Principal, Paraprofessionals	Local Funds, Region 15 ESC' Online Training Course	Training as needed	Training certificates	Highly qualified reports

Goal 7: By May 2020 – All students in grades 3-6 will pass the Texas Physical Fitness Assessment.

Objective 1: Santa Anna Elementary will provide at least 45 minutes of physical education daily to students in grades K-6 and coordinate with the school health requirements as recommended by the SHAC committee.

Activity	Person Responsible	Resources	Timeline	Formative Assessment	Summative Assessment
1. Each student in grades K-6 will be provided 45 minutes of Physical Education activities daily. Pre-K will receive 30 minutes of daily activity by classroom teacher.	Principal, P.E. Teacher, Pre-K Teacher	Local Funds	Each 6 week period, May 2019	Class Schedules	Fitnessgram testing results
2. Students will receive instruction on health related matters.	Principal, P.E. Teacher, Classroom Teachers, Nurse	Health Curriculum	March-May 2019	Class Schedules, Lesson Plans	Grade Reports

Objective 2: 100% of all students will participate daily in Physical Education classes.

Activity	Person Responsible	Resources	Timeline	Formative Assessment	Summative Assessment
1. Students will attend P.E. Classes as scheduled by grade.	Principal, P.E. Teacher, Pre-K Teacher	Local Funds	Each 6 week period	Class Schedules	Fitnessgram testing results
2. Students will participate in the end of year track and field day.	Principal, P.E. Teacher, Classroom Teachers	Local Funds, Parent Volunteers	May 2019	Field Day Schedule, Student Rosters	Track & Field Results

Objective 3: By May 2019 – 100% of students in grades 3-6 will meet requirements on the Texas Physical Fitness Assessment.

Activity	Person Responsible	Resources	Timeline	Formative Assessment	Summative Assessment
1. Students will take the Texas Physical Fitness Assessment and results will be sent home to parents.	Principal, P.E. Teacher, Pre-K Teacher	Local Funds	May 2019	Class Schedules	Fitnessgram testing results
2. FitnessGram reports will be sent home to provide parents with student fitness levels	Principal, Secretary, P.E. Teacher	FitnessGram Program, Copier	May 2019	FitnessGram reports	Fitnessgram testing results

Goal 8: Santa Anna Elementary Site-Based Committee will meet annually to conduct a Comprehensive Needs Assessment, review campus goals and objectives, review campus budget expenditures, recommend staff professional development needs, and conduct a plan evaluation.

Activity	Person Responsible	Resources	Timeline	Formative Assessment	Summative Assessment
1. Campus staff will meet to elect members of the campus site-based committee.	Principal, Campus staff	Cafeteria	Aug 2018	Committee Membership, Meeting Agenda	Sign-In Sheet, New Membership List
2. The Campus Site-Based Committee will review campus data and conduct an annual Comprehensive Needs Assessment.	Principal	Committee Membership, Campus Data, CNA Template	Aug. 2018	CNA Summary Report, Meeting Agenda	Campus Improvement Plan, Sign-In Sheet
3. The Campus Site-Based Committee will meet to review the Goals and Objectives based on the Campus Needs Assessment. They make recommendations for budget expenditures and staff professional development.	Principal, Site-Based Committee	Campus Needs Assessment, Campus Improvement Plan	Oct 2018	Campus Plan, Meeting Agenda	Sign-In Sheet
4. The Campus Site-Based Committee will review data and test results and conduct a plan evaluation.	Principal, Site-Based Committee	CIP, Test Results, Campus PEIMS data	Aug 2019	Meeting Agenda, Evaluation Report	Sign-In Sheet

Grades Served: PK - 6  
 701 BOWIE ST  
 SANTA ANNA, TX, 76878

146 Students Enrolled  
 SANTA ANNA ISD

**HOW WELL IS THIS SCHOOL PERFORMING OVERALL?**

**MET STANDARD**

66 out of 100

**UNDERSTANDING OVERALL PERFORMANCE**



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



**STUDENT ACHIEVEMENT**

**MET STANDARD**

70 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



**SCHOOL PROGRESS**

**MET STANDARD**

74 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



**CLOSING THE GAPS**

**IMPROVEMENT REQUIRED**

46 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

**DISTINCTIONS**

- ✗ Academic Achievement in Mathematics
- ✗ Academic Achievement in Science
- ✗ Academic Achievement in English Language Arts/Reading
- ✗ Top 25 Percent: Comparative Academic Growth
- ✗ Postsecondary Readiness
- ✗ Top 25 Percent: Comparative Closing the Gaps





**STUDENT ACHIEVEMENT**

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.



**SCHOOL PROGRESS**

	SCORE	
Academic Growth	58	The higher of Growth or Performance is used:
Relative Performance	74	
<b>Total</b>	<b>74</b>	



**CLOSING THE GAPS**

	SCORE	% OF GRADE
Grade Level Performance	10	33.3%
Academic Growth/Graduation Rate	13	55.6%
Student Achievement	17	11.1%
<b>Total</b>	<b>46</b>	<b>100%</b>