

SANTA ANNA ELEMENTARY SCHOOL
CAMPUS IMPROVEMENT PLAN
2021 – 2022



Approved by Santa Anna ISD School Board

**Elementary Campus Improvement Plan
Committee Members for 2021 – 2022**

Kayla Sparks	Principal
Steffany Fitzpatrick	Dean of Academic Affairs
Olivia Perry	Special Education
Amanda Sikes	Classroom Teacher
Darla Perry	Dyslexia/ RTI Teacher
Kendra Brown	Parent Representative
Jennifer Johnson	Parent Representative
Davia Farley	Parent Representative
Janice Hipsher	Business Representative
Jennifer Rutherford	Community Representative

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 21st 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.

State Compensatory Education Components

Description of Program

Santa Anna Elementary uses state compensatory money to supplement academic programs. Pre-K through sixth grade students are provided tutorial classes 4 days per week. Every student scoring below the “approaches” mark on the STAAR assessment and beginning of year benchmarks will be required to attend. In addition, any student receiving a grade below 70 in reading, English, math, or science on their report card 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 maintain 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, Chapter39, 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 by NCLB, Title X, Part C, Section 725 (2), the term “homeless children and youths”, and is 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;
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

Comprehensive Needs Assessment

Summary of Findings

S.A. Elementary Site Based Committee members met in May 2021. The committee reviewed and discussed the most recent STAAR results available. The committee found that the areas in greatest need for improvement were in math and early reading interventions. 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, StemScopes, Reading Plus, and pull-out teacher intervention classes. Renaissance Learning progress monitoring assessments will be used along with other assessment to track student growth. TPRI testing will be used to determine progress for students in grades 1 and 2, and CLI Engage will be used for students in grades PK and Kindergarten.

The committee reviewed student data from 2018-2019 to look for trends in student learning. Results show that inconsistent gains are being made in reading and math across most grade levels. The committee agreed that identified students should continue to receive tutorials in reading and math for at least 30 minutes, four days a week. 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. The committee recommended that professional development opportunities be found to provide supports for all teachers. At-risk students showed to perform below students not identified as at-risk, in most areas. Tutorial periods will be provided using State Comp Ed funds to provide instructional interventions.

Teachers at S.A. Elementary are working toward the development of 21st century classrooms, integrating technology into all classes with the use of iPads for students in grades PK-2, laptops for students in grades 3-6, and interactive TVs in every classroom. The campus also has a student computer lab equipped with desktop computers and 3-D printers.

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 continue to 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 (carried over from the last accountability rating), Santa Anna Elementary Campus Leadership Team met in May 2021 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 on the STAAR assessment. The root cause was determined to be lack of classroom rigor and accountability from leadership. The team set goals for the upcoming year to increase grade level performance on state assessments so that 90 % of students would show mastery at the “approaches” level and 50% of students would show mastery on the “master” level.

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:
 - a. Reading comprehension/ ELA strategies (Reading Academy)
 - b. Intervention for at-risk students
 - c. Fundamental Five lesson format
 - d. DMAC, TEKS Resource system, and TexGuide curriculum program
 - e. Data Analysis
 - f. Required ethics training
 - g. Scope and sequence in reading and math

SCE Funds for Supplemental Activities for Students At-Risk

Tutorials are required for all students identified at-risk. This list is compiled from STAAR scores, 6-week report cards, progress monitoring data, TPRI scores, and CLI data. 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, TPRI scores, CLI data, 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 three/six week period. Student grades, STAAR scores, RTI assessments, TPRI scores, CLI data, 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 and CLI are both given three times per year- beginning of year, middle of year, and end of year. Benchmark tests are given in STAAR tested subject areas twice a year- beginning of year and middle of year. 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. The results are used to determine necessary interventions to ensure student success.

Formative and Summative Evaluation Criteria

3 week reports (progress reports)

6 week reports (report cards)

STAAR scores

TPRI data

CLI Engage data

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.

Demographics

Demographics Summary- Will be updated once we receive current information.

Total enrollment for 2018-2019 was 147 students.

- There were 4.8% African American, 26.5% Hispanic, 63.3% White, 0% American Indian, and 5.4% Two or More Races.
- There were 100% Economically Disadvantaged.
- There were 11.6% Section 504 students.
- There were 0% English Language Learners.
- There were 8.2% students with Dyslexia.
- There were 26.5% At-Risk.
- There were 11 students with disabilities.
- There were 15.2% Mobile students.
- Total staff for 2018-2019 was 139: 0.0% African American, 18.9% Hispanic, 81.1% White, and 0% Two or More Races.
- There were 9% male staff and 91% female staff.
- Average years of experience is 13.3 years and 3.9 years with the district.

Student Achievement

Student Achievement Summary

STAAR achievement scores in all grades are as follows:

All grades reported at Approaching Grade Level or Above for 2018 and 2019

o All Subjects	81%	79%
o All Grades ELA/Reading	77%	81%
o All Grades Mathematics	83%	78%
o All Grades Writing	75%	68%
o All Grades Science	93%	80%
o All Grades Social Studies	--	--

All grades reported at Meets Grade Level or Above for 2018 and 2019

o All Subjects	39%	35%
o All Grades ELA/Reading	34%	34%
o All Grades Mathematics	45%	35%
o All Grades Writing	25%	37%
o All Grades Science	53%	36%
o All Grades Social Studies	--	--

All grades reported at Master's Grade Level or Above for 2018 and 2019

o All Subjects	10%	8%
o All Grades ELA/Reading	8%	11%
o All Grades Mathematics	12%	7%
o All Grades Writing	0%	0%
o All Grades Science	20%	8%
o All Grades Social Studies	--	--

Goals and Objectives

Goal 1: Increase state assessment (STAAR) scores by 5% in each category (Approaches, Meets, Masters) and targeted board goals on 2022 STAAR assessments.

Objective 1: 5% gains in all categories

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Provide Fundamental 5 training and align walkthrough feedback to expectations.	Superintendent, Principal, Campus Leadership Team	Aug. '21- June '22 PD embedded throughout the year	PD budget if needed	PD sign in sheets, walkthrough documentations	Walkthrough data reviews
Ensure RTI systems are in place and are compliant with SB 1153	Superintendent, Principal, PLC teams, teachers	Beginning of year team meetings, and 6 week periodical meetings	District data analysis sheets	Data meetings scheduled to review data and enrollment of students into tutorials/ pull-out instruction.	Meeting minutes and sign-in sheets.
Implement PLC data analysis to drive instruction.	Superintendent, Principal, Teachers, Dean of Students	Beginning in September and conducted regularly throughout school year	DMAC reports, state assessment data, CLI, TPRI data	Identification of instructional strategies to increase student learning	Meeting agendas, sign-in sheets, data analysis forms

Utilize T-PESS to set instructional goals for principal	Superintendent and Principal	Sept 10 2021 for start date and complete by Sept 20.	DMAC T-TESS program	Completed documents in DMAC	Ongoing monitoring of goal attainment
Utilize T-TESS to set instructional goals for teachers	Principal, Teachers	T-TESS training and goal setting Aug 2-11, 2021	DMAC T-TESS program	Pre-conference and goal setting meetings	Goal documents and sign-off in DMAC
Students will reinforce ELA, math, science, and social studies skills through the state adopted, TEKS based curriculum programs and TEKS resource lesson planning.	Teachers, Principal	Continually beginning in August 2021	State adopted curriculum materials, TEKS resource program, study island, Reflex Math, Stem Scopes, Studies Weekly	Weekly assessments, student grade reports, lesson plans	Percentage of students passing the reading, math, and science STAAR tests, performing well on the TPRI and the CLI tests.
Students will use various other math activities to improve math, reading, and science skills. ACE program will incorporate Reflex Math, Study Island, and homework help time. Paraprofessionals will provide instructional assistance.	ACE staff, classroom teachers, paraprofessionals	Weekly assessment, 6-week assessment	ACE supplies, manipulatives, Reflex math, Study Island,	Lesson plans, Student progress reports, Study Island and Reflex Math logs and reports, Studies Weekly	STAAR test results, Student promotion reports

			Title 1 funds		
Provide opportunities for teachers to attend professional development sessions using ESC lesson planning, reading academy, and dyslexia training, and in-class instructional coaching	Principal, Teachers	Ongoing throughout the school year and summer	Region XV ESC, local funds, Title I Comp Imp Grant Funds	Workshop certificate, classroom observations, PLC meetings	STAAR test results
At-risk students will receive high quality instruction in the regular education classroom from teachers and paraprofessionals.	Principal, classroom teachers, paraprofessionals	3 and 6 week reporting periods	State adopted curriculum , Study Island, Star Enterprise, Comp Ed funds, Title 1 funds	Progress monitoring reports, lesson plans	3 and 6 week progress reports, STAAR test results, CLI and TPRI data
Students not meeting minimum expectations in the regular classroom will receive individualized instruction through special programs offered, such as, RTI, 504, Title 1, Special Education, ESL, and tutorial classes	Principal, classroom teachers, Dean of Students, Dyslexia teacher, Special Education Teacher	Ongoing throughout the school year and every grade reporting period	State adopted curriculum , RTI classes, Comp Ed funds, Title I funds, Special Ed funds, Study Island,	Progress monitoring reports, progress and grade reports	3 and 6 week progress reports, STAAR test results, CLI and TPRI data

			Star Enterprise		
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 staff	September 2021- May 2022	Comp Ed funds, ACE funds, Comp Imp Grant funds	Tutorial rosters, grade reports, progress monitoring reports	3 and 6 week progress reports, STAAR test results, CLI and TPRI data

Objective 2: Student mastery will increase to 17% for all content and grade levels

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Use of questioning stems at high levels of rigor will be used in classrooms, observed, feedback given to make improvements	Principal, teachers, ESC	Ongoing throughout the school year	Region XV TexGuide program, TEKS resource system, Lone Star Daily Rigor	Lesson plans, classroom observations	Report Cards, state assessment data
Students identified as gifted will receive accelerated instruction in the classrooms.	G/T teacher, classroom teachers, principal, Dean of students	Ongoing, each grading period	PD from ESC XV, GT training	Lesson plans, G/T program guides	G/T projects, state assessment data

Objective 3: Student and staff attendance will increase by 1%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Implement attendance incentive programs	Superintendent, Principal	August 2021	Local funds	Attendance record reports	Campus records show increase in student and staff attendance.
Parent will be contacted by the campus administrative staff regarding “excessive” absences for their child (ren).	PEIMS, campus secretary, Principal	Evaluations every 6 weeks	Local funds	Attendance reports	PEIMS reports

Objective 4: Use data driven instruction and the TEKS Resource Guide with fidelity while holding teachers accountable to create vertically aligned curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Administrators develop a feedback loop to teachers to discuss curriculum embedded in lesson plans.	Superintendent, Campus Principal	August 2021	Data Analysis Doc, DMAC, TEKS Resources	Lesson plans	Curriculum discussion sign-in
Offer curriculum alignment opportunities during staff professional development time.	Superintendent, Principal	September Principals meeting	TEKS resources	PLC meetings, PD workshop	PD sign-in sheets

Goal 2: Create an instructional climate that meets the needs of all students.

Objective 1: Include staff, parents, community members and students in decision making process

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Implement CIP's and leadership teams and improvement committees	Superintendent, Principal	June 2021 for completion of CIP, August 2021 to create leadership teams, March 2022 to create improvement committees	DMAC, PLC meetings	Meeting agendas and minutes	Completed plans, leadership team agendas, overall campus accountability ratings
Conduct surveys of parents, students, and teachers to better assess campus needs	Principal	January/June of each year	Google Forms/survey program	Survey results	Compilation of survey data, data analysis

Objective 2: Enhance parent involvement in SAISD activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Implement strategies outlined in the effective schools framework	Principal, site based decision making committee	Begin August 2021	Esc XV reports from effective schools framework	Review of data and implementation of improvements	Campus survey at end of school year
Create Parent/Teacher Organization on campus and implement meeting schedule	Principal, Dean of students, parent representative	Open House 2021 to set up enrollment; monthly meetings through 2021-2022 school year	Parent involvement funding	Meeting agendas and sign-in sheets	Program evaluation for effectiveness
Post a monthly newsletter in English and in Spanish	Principal, Dean of Students, parent representative	Monthly beginning in August	ESC newsletter	Copies of newsletter	Email, social media postings
Create a calendar of Parent Engagement Nights/Activities	Principal, ACE coordinator	By August 2021 Open House,	Athletics Calendar, District Calendar, Parent	Calendars online, parent sign-in sheets	Agenda and feedback of activities

		campus activities on calendar for parents	Involvement funding		
Open house will be held at the beginning of the 2021-22 school year	Principal	August 2021	Registration Process	Sign-in sheets, registration forms	Feedback, evaluation from teachers and parents
Utilize “Remind 101” as a communication tool to keep parents informed	Principal	Ongoing	Technology department	Registered users	Feedback on parent communication.

Objective 3: Continue to put school safety at the forefront of educational decisions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Conduct monthly severe weather and safety drills.	Principal	Monthly	District calendar	Drill schedule	Documentation of completion
Counselor will provide classroom instruction on violence prevention and anti-bullying.	Dean of students, Principal	Annually	Violence and anti-bullying curriculum	Discipline referral records	End of year PEIMS reports
Increase drug awareness and prevention	Dean of students, Principal	Throughout the school year	Local police dept, drug dogs, red ribbon week resources	Scheduled Fall events in parent handout by August 2021	District calendar with drug awareness events posted
Communicate with parents and community the procedures for drills in a variety of ways.	Principal	By August 2021 Open house		Calendar of drill dates and information	Reception of information from parents

Objective 4: Enhance relationships and communication with parents and community stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/ Accountability
Enhance communication with community via Social media, school website, radio broadcast	Superintendent, social media specialists	Throughout 2021-22 school year	Facebook, AM Radio, Twitter, Stay Connected, District Website	Parent Surveys demonstrate an increase in positive statements surrounding communication
Implement Positive Phone call/email program on campuses and recognize students for positive characteristics.	Principal, teachers	Beginning after the first week of school and continuing through May 2021	Excel	Call/email documentation, newsletter
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, teachers, librarian, Dean of Students	Ongoing throughout the year	Newspaper, business participants, parents, social media	Guest list, sign-in sheets
Teachers will hold parent/teacher conferences with their students' parents at least once during the year	Principal, teachers	Beginning September 2021	Student work, gradebook, progress monitoring reports, assessment results	Teacher documentation of conferences

Objective 5: Enhance awareness of bullying and diversity and train students to become advocates of victims.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/ Accountability
Campuses will complete a collaborative activity to utilize Positive Behavior Supports (PBIS) to set positive expectations.	Academic Dean, Principal, Superintendent	August 2021 PD	PBIS	Completed expectations posted in campus hallways and classrooms.

Teach students empathy, cultural diversity, sexual harassment/consent, bullying, bias, discrimination, drug/alcohol abuse, and student differences.	Academic Dean, Principal, Superintendent, Teachers	August 2021 PD, ongoing throughout the year	ESC 15, Wellbeing curriculum	Lesson plan submissions
Schedule speakers in character topics to present information and interact with students.	Academic Dean, Principal, Superintendent	Sessions scheduled throughout the year	ESC 15	Student attendance in support events

Objective 6: Ensure students understand what outstanding character looks like.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/ Accountability
Character education will be provided through the school and ACE program.	Dean of students, principal, ACE director	Ongoing throughout the school year	Bucket fillers program, character education curriculum, ACE resources	Reduction of bullying, violence reports

Goal 3: Recruit, retain, incentivize, and develop staff where employees are appreciated, helpful to each other, have a choice in professional development, and are equally important regardless of role.

Objective 1: Create a new teacher orientation plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/ Accountability
Create an August PD day for new teachers	Superintendent, principals, Technology Director	August 2, 2021	T-TESS, DMAC, Gradebook	PD sign-in sheets

Objective 2: Support the growth of aspiring leaders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/ Accountability
Continue student and employee of the week program	Superintendent, principal, teachers, staff	Beginning August 2021	Certificates, potential t-shirts	Newsletters
Offer optional PD to staff based on teacher interest.	Superintendent, Principals, staff	Begin Sept 1, 2021	Staff	Sign-in sheets

Objective 3: Develop feedback mechanisms campus-wide to ensure staff voice is heard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/ Accountability
Create and implement a campus survey	Superintendent, principal, tech director	August 2021 and January 2022	Formality	Survey data viewable by administration, campuses, and community
Attend campus leadership team meetings to enhance communication and encourage staff voice	Superintendent, principal, teachers, parents, community members	Meetings as needed throughout the school year	PLC strategies	Sign in sheets, meeting minutes

Goal 4: Enhance technology as teaching tools.

Objective 1: Create technology professional development to enhance usage by staff members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/ Accountability
Targeted, subject/grade appropriate PD will be offered to teachers to facilitate incorporation of Chromebook/technology use in the classroom	Superintendent, tech director	Throughout the school year	Microsoft, other software programs	PD sign-in sheets

Develop ongoing targeted PD plan for Seesaw, Flip-Grid, and Schoology	Superintendent, tech director, teachers	August 2021 and January 2022	Technology department	PD sign-in sheets
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Objective 2: Implement technology use in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/ Accountability
Continue implementation of one-to one laptop initiative	Principal, teachers	Used daily throughout the school year	Laptops	Walkthroughs checking for use, benchmark and growth data
Implement Apple iPads for students in grades PK- 2 nd	Superintendent, technology director, teachers	August 2021	ESSER III	Tech Director check-out sheet
Students will attend classes using computer technology to complete assignments/projects. ACE students will be provided keyboarding activities and lessons.	Tech director, ACE director, principal	Ongoing throughout the school year	ACE lesson plans, teacher lesson plans, laptops	Lesson plans, class schedules, ACE records
ACE program will increase use of all technology. Tablets will be provided for grades PK-6 students participating in ACE.	ACE director, ACE staff, Tech director	Ongoing throughout the school year	ACE funding, ACE equipment	Independent technology skills, ACE records
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	Ongoing throughout the year	Lesson plans, student data results
Teachers will utilize the TEKS resource system and TxGuides for lesson planning in order to	Teachers, principal	Region 15 ESC, TEKS resource system	Ongoing throughout the year	Training log, lesson plans

provide focused scope and sequence in content areas.				
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Goal 5: Provide students with the base knowledge of career pathways and essential skills to independently and confidently live anywhere they choose.

Objective 1: Start career exploration programming in elementary school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/ Accountability
Develop and implement career units appropriate for grade level	Principal, teachers	November 2021	Career curriculum	Career unit lesson plans

Objective 2: Provide opportunities for field trips and campus visits.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/ Accountability
Throughout the 2021-2022 school year, each elementary grade will visit a designated field trip destination in Santa Anna.	Dean of students, Principal, teachers	Plan developed by July 2021	Chamber of Commerce	Field trip plan

Objective 3: Provide a curriculum with courses that help develop essential skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/ Accountability
Basic conversational soft skills will be embedded in elementary instruction.	Principal, teachers	Implementation- October 2021		Soft skill lesson plans