Santa Fe Unit School Annual Plan (2021 - 2022)

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[G 1] Maintain Safe and Healthy Students
For 2021-2022, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensure that all students have the opportunity to learn.

Performance Measure
Reduce the percentage of students disciplined from 13.9% to 12%number of students disciplined with exclusionary practices (In-School Suspension, Out of School Suspension)Reduce the percentage of students disciplined ISS from 10.9% to 6%Reduce the percentage of students disciplined OSS from 5.3% to 2.6%Reduce the percentage of BHN, SWD, ED disciplined -BHN 18% to 11%-SWD 18.4% to 11%-ED 19.4% to 11%Increase each school's average daily attendance by 2%Santa Fe School will use the following benchmarks:Reduce the number of students disciplined from 14.4% to 12%.Reduce the number of students disciplined ISS from 14.2% to 12%.Support the district's goal and maintain an OSS rate of 2.6% or less.Reduce the percentage of BHN, SWD, ED disciplined -BHN 10% to 8%-SWD 19.2% to 11%-ED 21.6% to 11%Reduce the chronically out of school rate from 11.8% to 9.8%.
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[S 1.1] Behavioral interventions and supports
The district provides support to schools through a collaboration with The Tennessee Behavior Supports Project (TSBP) at Vanderbilt University to develop school-wide positive support plans. Response to Instruction and Intervention-Behavior (RTI²-B) is a Multi-Tiered System of Supports (MTSS) that offers an evidence-based approach for meeting the behavioral and social needs of students. Having a school-wide discipline plan helps to decrease suspension/expulsion rates while improving the climate and culture of the school environment. School-based RTII-B teams meet monthly to review student behavior and discipline data. The school team utilizes data from the Student Risk Screening Scale - Internalizing and Externalizing behaviors (SRSS-IE), as well as, office discipline referral forms and parent referrals. The SRSS-IE universal screener is completed by homeroom teachers to ensure all students in the school are assessed for evidence of internalizing
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[A 1.1.1] RTI-B
SFS will continue to implement the Response to Instruction and Intervention for Behavior. This will teach all students expectations for behavior, will reward students for meeting those expectations, and will offer supports to students who need help adhering to the behavioral expectations of our school. While we recognize that data may be hard to analyze for the previous year due to Covid, the school still aims to implement this program and gain useful data to positively impact student behavior. The program positively impacts school climate and culture through positive reinforcement.
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<td>Lee Winchester</td>
<td>05/20/2022</td>
<td>PAWS Account [$2000.00]</td>
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and externalizing behavior. Teachers complete the screener in September and April of each school year, with the option to complete the screener in January. The screener helps to identify students who may be at risk for challenging behaviors. The screener also helps with identifying the appropriate supports for challenging student behaviors. Through the monthly meeting, the teams review the data to identify behavior trends to include information like the time, location, and grades of the behavior's occurrence. **Benchmark Indicator** A 5% decrease in the number of subgroups who receive office discipline referrals A 5% decrease in the number of subgroups who receive suspension and expulsion A 3% decrease in the number of students who attend District Discipline Hearings Sessions 100% of 19 traditional schools implementing RTII-B Tier I strategies observed through school walkthroughs25% of 19 traditional schools implementing RTII-B Tier II strategies observed through walkthroughs and state-level model school recognition Number of schools moving from Tier I Implementation to Tier II Implementation (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices). Number of schools moving from Tier II to Tier III (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices)					
	[A 1.1.2] Policy and Plans SFS will follow policy and procedure when discipline is needed to address behavioral concerns. The school will implement behavior and safety plans for students as or if needed. The school will remain consistent with and aligned to county policies and procedures.	Randy Hubbell/Jerry Potts	05/20/2022		

[S 1.2] Parent, family, and community engagement	[A 1.2.1] Stakeholder Communication	Randy Hubbell/Jerry Potts	05/20/2022	General Instructional Funds [$15000.00]	
Promote effective parent, family, and community engagement in the planning, implementing and evaluating of district improvement activities and overall student and district goals. The Pupil Services Department launched "Strive to 95" which encourages a 95% attendance rate at each school. On a quarterly basis, the district will recognize schools that reach the goal of a 95% daily attendance rate for students. The district will conduct district family community engagement events addressing school climate needs such as but not limited to bullying, restorative practices, mental health, transition to elementary, middle, and high school. Follow-up surveys will be used to determine the effectiveness and quality of engagement events.Another way the district engages families is through our Family Resource Centers. The district currently has 3 general-funded and 1 Title 1 funded family resource center serving our ED student subgroups. The centers are community-based resource hubs where families can access formal and informal supports. The FRC seeks to provide multiple services to both children and families, like ways to increase parenting skills, and child protective factors, including access to food, shelter, clothing, and educational supports. The FRC establishes family engagement goals which are reviewed quarterly for compliance and implementation. In addition to the FRC's all Title 1 schools complete a family engagement survey which is accessible throughout the school year through the school's website. Title 1 school facilitators are required to review the family engagement survey's throughout the school year. The district communicates with families on a variety of platforms. All families can access all surveys through the district's website home page. The	Weekly callouts, emails, and texts provided by our school administration keep parents and stakeholders informed about school events and happenings. These communication tools will also be used to keep caregivers informed of the importance of school attendance and will encourage listeners to support their students' attendance and participation in school. The school also utilizes the school website, Twitter account and Facebook account to disseminate information to school stakeholders. All faculty members use a communication tool in their classrooms such as the Remind App to allow for important information to be shared. The school also purchased an electronic marquee that has been placed on the front of the school where announcements and information will be broadcast.			Guidance Funds [$250.00]	

surveys include safety, creative ideas, Maury County School Board, District, and Strategic plans. The surveys remain open throughout the year for parent and student input. The surveys close in April, results are shared on the school website with a callout to parents letting them know the results are available to view. Administrators communicate with families on a weekly basis, via phone call-outs, email and text messaging. Additional communications are sent as needed for emergencies such as unexpected school closures. The district's central office communicates with families via phone call-outs, emails and text messaging. The district also uses the "Let's Talk" application which provides families 24/7 access to district personnel via mail messaging. The messages are routed to the communications department who sends messages to the appropriate department for a response. **Benchmark Indicator** Post parent event surveys used to determine the effectiveness and quality of eventsParent Engagement Activity Reports (attendance, survey of activities)					
	[A 1.2.2] Tiered Attendance Parents and caregivers are required to participate in Tiered attendance meetings to combat chronic absenteeism. This action step will aim to meet the goals of the "Strive to 95" attendance initiative and will improve academic outcomes due to increased attendance.	Lisa Fitzgerald	05/20/2022	General Instructional Funds [$150.00]	
[S 1.3] Mental health supports Develop external partnerships and provide necessary student supports for identified mental health needs. By the October 2022 the supervisor of school counseling and mental health will partner with external mental health supports. The supervisor of counseling and mental health	**[A 1.3.1] Mental Health Supports** The annual Erin's Law presentations will be delivered to students and faculty through community partnerships and virtual platforms as applicable. The annual Cowboy Up Suicide Prevention presentations will be delivered through community partnerships and virtual platforms as	Adrienne Shelton	05/20/2022	Guidance Funds [$200.00]	

supports will share relevant behavior and attendance data related to the social and emotional wellness of all students to school district stakeholders, school board members, and the school community at large. The data will be shared in the spring of each year to serve as a baseline for the following school year. The district RTII-B leadership team reviews behavioral, attendance, SEL data on a monthly basis. The district utilized the data collection tools provided by Tennessee Behavior Supports Project (TBSP). **Benchmark Indicator** Identify, join and participate in two external community mental health groupsPartner with an external group to share resources	applicable. Active partnerships will be requested from DCS, Centerstone, MHC, and other Mental Health providers as available. Additionally, SFS will seek support from the Coordinator of Mental Health in seeking an additional counselor to provide character education and services to K-5 students. This action step will increase the social and emotional services provided to all students therefore positively impacting learning and success.				
[S 1.4] Focused support to ATSI, TSI schools The district will provide focused support to ATSI/TSI identified schools. **Benchmark Indicator** ATSI quarterly data toolDistrict RTI2B Team will review middle school discipline incidents, suspensions (in-school, out of school) quarterly.Review of school leadership team meeting minutes (indicators of progress)Tiered Fidelity Inventory Walkthroughs which take place monthly on behalf of the school-based fidelity team.	**[A 1.4.1] RTI-B Screeners** The RTI-B team will continue to administer the Student Risk Screening Scale and Tiered Fidelity Inventory assessments throughout the year and will analyze the data to make improvements and adjustments to the PAWS plan as needed.	Lee Winchester	05/20/2022	PAWS Account [$150.00]	

[G 2] Improve Math Achievement and Growth by 2022
We believe that student achievement levels and yearly growth will increase as schools continue to implement the research-based Ready Math curriculum in grades K-8. With ongoing district teacher training in grade level standards, common formative assessments, and supports for effective planning student performance will improve in all grade bands.

Performance Measure
Increase of 10% on track or mastered in all grade bands, 3rd-5th, 6th-8th, and 9th-12th on TN Ready and End of Course math assessments.Santa Fe School will increase the number of students scoring in the Performance Area Level 3 by 10% and increase the number of students scoring in the Performance Area Level 4 to 5% on all TN Ready/EOC assessments.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Math Instruction on Grade Level We purchased and implemented Ready Math in K-8, a high quality math curriculum, during the 2021 - 2022 school year. We developed an implementation plan using the Learning Loss Tools on behalf of the South Central CORE office. Walkthroughs will continue to be conducted with the support of CORE ELA, Math, and RTI Consultants and SREB consultants. In reviewing walk through data via Kick Up and diagnostic benchmark data provided by Ready Math (20-21 school year), we have discovered instruction is not occurring on grade level; therefore, we need to continue to work on teachers' understanding of the standards, the effective implementation of the Ready Math curriculum, and using assessment data that will inform teachers of student progress and guide instruction. We will support teachers through training, collaborative planning, and principal feedback. Even though Ready Math is not available in grades 9-12, we will use the same strategies to increase student growth and achievement. Carnegie Math is the adopted curriculum for Algebra I, II, and Geometry. **Benchmark Indicator** The district will conduct math walk-throughs quarterly to determine implementation of adopted math curriculum and alignment of standards. The walk through data will be collected through Kick Up.In following the Ready Math Implementation Plan, students and teachers will complete surveys at the end of each semester.Ready Math Diagnostic will be conducted and reviewed three times a year in grades K-8. Growth monitoring will be reviewed as available by individual schools.The	**[A 2.1.1] Standards and Instruction** Teachers will participate in district provided professional development in their content areas and for their specific standards. PLC collaborations are actively implemented to assess data among common standards and content. District-wide benchmarks will be administered to assess skill deficits which will allow for appropriate interventions to be provided, teaching strategies will be compared and evaluated, and growth in achievement can be monitored. Teachers will use Math IXL for RTI, remediation and enrichment. The computer component of IReady has also been implemented to help with student learning and achievement.	Randy Hubbell and PLC Coach	05/20/2022	Title II Funds	

district will review CASE Benchmark data alongside school teams.Quarterly data will be evaluated for ATSI schools.					
	[A 2.1.2] Assessments Quarterly benchmark assessments will be given to assess student progress, inform data conversations, and identify intervention needs. Additional assessment tools that will be utilized at Santa Fe School include the following: I Ready Summative assessments, I Ready Formative assessments, District I Ready Benchmarks, Final Exams, Aims Web testing, and TN Ready assessments.	Randy Hubbell	05/20/2022	General Instruction Funds [$500.00]	
	[A 2.1.3] RTI SFS continues to be successful in monitoring and identifying students who show deficits in Math. The tool that is used to discover these deficits is Aims Web Plus. SFS is successful in monitoring student progress made from the implementation of interventions through the use of fidelity checks. SFS has a new Interventionist for the 2021-2022 academic year who will be instrumental in implementing interventions for identified students.	Jerry Potts	05/20/2022	ESSR [$36000.00]	

[G 3] By spring 2022, we will improve k-12 literacy.
We believe if we raise the expectations for all students through the use of high quality instructional materials we will see improvement in (1) teacher practice, (2) student daily work expectations, and (3) student literacy outcomes. Also, we believe if we focus additional efforts in K-2 literacy this year regarding explicit ant systematic foundational skills instruction, we will see increased performance from those students more rapidly.

Performance Measure
Decrease percentage of students in grades k-2 who are below the 90th percentile in the national norms on Aimsweb:Kindergarten-phoneme segmentation from 20% (spring benchmark 2019) to 90% and non-sense words from 6% (spring benchmark 2019) to 90%1st grade-ORF from 4.4% (winter benchmark 2021) to 90%2nd grade-ORF from 5.4% (winter benchmark 2021) to 90%Increase the percentage of students who are on track or mastered from 25.7% (2018-19) to 30% on TCAP for grades 3-5 ELA in 2022.Increase the percentage of students who are on track or mastered from 22% (2018-19) to 26% on TCAP for grades 6-8 ELA in 2022.Increase the percentage of students who are on track or mastered from 28.4% (2018-19) to 32% on TCAP for grades 9-12 ELA in 2022.Santa Fe School will increase the number of students scoring in the Performance Area Level 3 by 10% and increase the number of students scoring in the Performance Area Level 4 to 5% on all TN Ready/EOC assessments.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train	[A 3.1.1] Instructional Materials	Randy Hubbell	05/20/2022	General Instructional Funds	
Adopting and implementing new, high-quality instructional materials in grades k-12 will ensure that all students have access to the resources and practices they need to be proficient. Teachers and leaders will need on-going professional learning and support to implement the materials well. This is the first of a series of strategies that will support materials implementation. These strategies include purchase, deliver, and train; collaborative planning; and principal feedback. **Benchmark Indicator** Positive teacher perceptions of high-quality materials and perception of implementation support: collected via survey quarterly (mid-point of each quarter). The Director of Instruction will be responsible for administering the online survey to collect teacher efficacy with material, and impact of consistent feedback.Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on Text Complexity and Questions and Tasks of Literacy Learning Walk Tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs.School Structures: Schools have a plan for teachers to collaboratively plan weekly and unit plan quarterly. Principal supervisors monitor implementation of those plans for consistency and quality.Teacher knowledge of characteristics of instructional materials: Teachers report opportunities to build their capacity in foundational skills (K-2) and in knowledge based outcomes	Teachers will receive ongoing professional development and training throughout the year in order to strengthen the quality of instruction and the implementation of curriculum and learning tools. Professional Learning Communities will meet regularly and will discuss the progresses and challenges of Reading instruction and achievement. Santa Fe School is actively implementing the Wonders curriculum. Teachers in grades Kindergarten through 2nd grade utilize letter games, flash cards, Heggerty, Wonders foundational skills, interactive read alouds, sounds first instruction, and many more instructional tools. Teachers in grades three through five will be using Read Live Naturally, sight word memorization, fluency passages, the Sonday System, and 95% strategies. Teachers in grades six through twelve will be using the My Perspectives curriculum. Additionally, they will use Read Live Naturally and fluency passages for students receiving RTI interventions. High school teachers will also be giving practice ACT tests and will use the data from these tests to guide their English and Reading instruction.			Title II Funds [$4500.00]	

(K-12) within the perception survey. Principal and instructional coach walkthroughs will be used to monitor implementation and trends will be collected to inform additional learning needs.					
[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure that all students have the access to the resources and practices they need to be proficient. Teachers will need to collaboratively plan to ensure that they understand how to translate the materials into effective classroom practices. **Benchmark Indicator** Teacher perceptions of new curriculum will be collected through a survey two times during the 2020-21 school year at the end of each semester: December and May. The Director of Instruction will be responsible for administering the survey and reporting on the findings.Teachers will collaboratively plan weekly and unit plan quarterly. Instruction department supervisors monitor the implementation of those plans for consistency and quality.Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided.Observations of collaborative planning sessions by principals, instructional coaches, and supervisors will be used to assess the quality of the use of the protocol in supporting implementation of the materials. Feedback will be provided to teacher leaders to strengthen the quality of planning.Teacher use of instructional materials will be collected via principal observations using the Instructional Practice Guide. Principals will collect	**[A 3.2.1] Collaborative Planning** Teachers will collaboratively plan with their grade level partner or with their subject/content area partner in all grades as evidenced by the master schedule for the academic year. Professional Learning Communities will be created both within grade levels as well as within common subject areas. The PLC teams will meet regularly to discuss content and curriculum area needs. Data Teams will also meet regularly to evaluate interventions and our abilities to close learning gaps for identified students.	Randy Hubbell	05/20/2022		

walk-through data and provide each teacher with feedback on their implementation at least once every two weeks in KickUp. Walk-through data will be used to assess the extent to which teachers are using the materials with intergrity and are meeting the instructional shifts of the standards. The district instructional team will review data across the district and will be used to adjust professional development and opportunities for collaborative planning.					
[S 3.3] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure all students have access to the resources and practices they need to be proficient. Teachers will need high-quality and consistent feedback from their principals and instructional coaches to implement well. This is the third of a series of strategies that will support materials implementation. These strategies together include: purchase, deliver, and train; collaborative planning; and principal feedback. **Benchmark Indicator** Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on text complexity and questions and tasks using the Literacy Learning Walk tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs.Quality of principal feedback: Principal submit samples of feedback provided to teachers at quarterly intervals. Principal supervisor reviews feedback to guide training on providing	**[A 3.3.1] Feedback** School administration will utilize walk-through observations and planned observations to provide quality feedback to teachers on their instruction and classroom management. Feedback from the administrators will be provided in a timely manner in order to support instructional needs and growth in curriculum development and implementation. Professional Learning Community meetings will be utilized as a platform to allow the principal and teachers to collaboratively work to successfully utilize and implement the curriculum and to support maximum student growth and achievement.	Randy Hubbell	05/20/2022		

high-quality feedback to teachers. Principal supervisor will also observe each principal conducting walk-throughs and providing feedback.Teacher use of instructional materials: Collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks. Walk-through data will be used to assess the extent to which teachers are using the material with integrity and are meeting the instructional shifts of the standards. Principals will submit walk-through data to the district instructional materials team for review of data across the district. Data will be used to adjust teacher training and collaborative planning opportunities.Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided.					
[S 3.4] Provide Additional Support for ELA Implementation The district will continue to support effective RTI practices and provide assistance and training based on results from fidelity monitoring. In addition to RTI support, new teacher induction is important to provide a foundation for teachers to be successful and will enhance implementation. Technology integration is important as students and teachers need to use technology to enhance learning. **Benchmark Indicator** Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicated positive rate of improvement.School level ambassadors and district leaders will use the TIM observation tool three times quarterly in various classrooms to	**[A 3.4.1] RTI** Santa Fe School continues to be successful in monitoring and identifying students who show deficits in ELA. SFS is successful in monitoring student progress made through interventions. Fidelity checks are conducted to ensure that appropriate intervention strategies are in place.	Jerry Potts	05/20/2022		

identify trends in successful technology integration.School administrators and assigned mentors will conduct walkthroughs monthly using a new teacher induction rubric.					

[G 4] Increase the number of ready graduates/EPSOs by May 2022.
Last year, 36.2% of high school students qualified as "Ready Graduates", it is our aim to increase the number of students who meet this criterion by 5% or more during the 21-22 school year.

Performance Measure
Improve graduation rate from 89.2% to 91%Increase the percentage of students scoring the ACT Benchmark score of 21 from 37.1 % to 38.1%Increase the percentage of Ready Graduate students from 36.2% to 41.2%Increase average ACT composite score by 5% from 19.6 to 20.6

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Increase the number of ready graduates by May 2022. Increase the probability for student success after high school by helping students prepare and succeed on the ACT and attain additional EPSOs.Use the "Ready Graduate" tracking tool to determine the number of students at each school who meet the "Ready Graduate" criteria.Use the Ready Graduate Tracking Tool to determine the percentage of "Ready Graduate" students at each school.Create postsecondary plans for all students. Begin in middle schoolsBuild a diverse portfolio of early postsecondary and capstone opportunities. **Benchmark Indicator** Number of Students scoring a composite of "21" or higher on the ACT; Number of students taking "4" or more EPSO courses; Number of students taking "2" EPSO courses and earning an Industry Certification; Number of students taking "2" EPSO courses and earning at least a 31 on the ASVAB battery test Every student will have a six-year plan upon entering ninth grade.Number of local dual credits earned per semester. Number	**[A 4.1.1] Create Opportunity** SFS will offer additional dual enrollment and dual credit opportunities. Two or more courses are being offered through a partnership with Columbia State in which the professors come to SFS to teach the dual enrollment courses. Criminal Justice courses are being taught as dual enrollment courses in partnership with Columbia State Community College. Accounting and Welding courses are being offered as dual credit courses through TCAT Hohenwald. SFS will offer industry certification opportunities for students. the OSHA 10 certification is being offered through the Agriculture and Health Science departments. Additional certifications are made available through ICEV.	Randy Hubbell, Dannette Pack (Health Science), Blain Keysaer (Agriculture), Jan Thomason (Finance), TBD (Criminal Justice)	05/20/2022	General Instructional Funds Guidance Funds Dual Enrollment Grants CTE	

dual enrollment credits earned per semester. Number of industry certifications earned per semester					
	[A 4.1.2] Post-Secondary Planning A six-year plan will be created with all 8th grade students prior to course selection and schedules being made for the next academic year. All seventh grade students will be given career interest inventories to begin the preparation for post-secondary planning. All ninth grade students will be enrolled in a Career Exploration course during which they will revisit their career interest inventory and explore careers in their areas of interest and strength. The ASVAB will be given to high school students to guide them in their career studies. ACT Prep will be provided to all students in the the tenth and eleventh grades. SFS will continue to participate in the Path to College designation program by hosting key events throughout the year including College App Week, College Planning Day, FAFSA Frenzy, and College Signing Day. The annual Post-Secondary Signing Day will be held to celebrate post-secondary commitments of seniors.	Adrienne Shelton	05/20/2022	Guidance Funds PTSO sponsorship CTE	
	[A 4.1.3] Ready Graduate High school students in grades ten and eleven will be participating in ACT Prep courses during their advisory time. Sophomores will receive elective credit for completing the ACT Prep course. ACT Prep materials have been ordered and made available through the guidance office. At least one practice test will be given to students in grades seven, eight, nine, ten, and eleven in the Fall semester. This test will provide practice for these students in the format and timing of this exam. Professional development time has been allocated to helping prepare teachers to provide ACT preparation instruction. Bell ringers and ACT practice is expected to be implemented in all	Randy Hubbell and Adrienne Shelton	05/20/2022	General Instructional Funds ACT Wall of Fame Account [$1000.00]	

	classes in grades three through twelve. The ACT Wall of Fame is on display in the hall and includes incentives to encourage students to achieve on the ACT test. Additional Statewide Dual Credit courses have been incorporated into the master schedule to provide more EPSO opportunities. All students should earn EPSO credits for the required World History and American History diploma credits. EPSO credits will be tracked through the Guidance Office.				