San Angelo Independent School District

Santa Rita Elementary

2022-2023 Campus Improvement Plan

Mission Statement

The mission of San Angelo Independent School District is to engage all students in a relevant and inspiring education that produces future-ready graduates.

Vision

In Pursuit of Excellence

Goals

The District Goals for 2022-2023:

Goal 1: Student Engagement: SAISD will develop district and campus support structures that positively impace student engagement and outcomes for all students.

Goal 2: Culture & Communication: SAISD will cultivate trusting partnerships to support the hopes and dreams of our students and staff.

Goal 3: Innovative Learning Spaces: SAISD will provide efficient, safe, and innovative learning spaces that promote student achievement.

Value Statement

Core Beliefs

We believe student achievement is our highest priority and core principle for all decisions that impact the district.

We will engage high-yield and research based instructional strategies, provide viable aligned curriculum, eliminate achievement gaps, and offer rigorous advanced curriculum, in order that all students reach their highest potential and learn regardless of ethnicity, socio-economic background, gender, native language, special needs, or area of residence.

We believe equitable allocation of resources ensures each student will have the opportunity to become a capable, productive and contributing citizen.

We will be responsible stewards of local, state, and federal resources. To ensure a positive climate of academic achievement and student success, we will create and implement programs and processes that address the needs of students and staff.

We believe stakeholder partnerships are vital links to student achievement and essential connections that foster student success.

We will actively engage, communicate with, be responsive to, and seek input and participation from all stakeholders including parents, grandparents, guardians, caregivers, businesses, elected and appointed officials, military, civic and faith-based organizations, institutions of higher education, medical and social service agencies, district leadership, staff, and students.

We believe in the value of each employee, in his/her personal and professional growth and empowerment to ensure academic achievement and student success.

We will invest in highly qualified human capital, engage them in professional learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

We believe all students learn best in a safe, supportive, and secure environment.

We will provide facilities management for the safety of students and staff. We will ensure that learning and work environments are stable and our discipline policies are conducive to student achievement and success.

Comprehensive Needs Assessment

Demographics

Demographics Summary

During the 2020- 2021 school year, an average of 400 students were enrolled at Santa Rita in grades K-5. Enrollment has remained relatively stable over the past three years. The information listed below is from current Texas Assessment Performance Rating System (TAPR) Reports, current Public Education Information Management System (PEIMS) Demographic reports, and the district budgetary projections. Updates will be added when TAPR Reports are released.

Programs

School Year	Total Enrollment	ESL	BI	G/T	AR	ED	Sp. Ed.
2018-2019	372	2	0	15	130	141	30
2019-2020	411	3	3	31	113	156	45
2020-2021	351	5	5	48	145	111	33
2021-2022	351	2	5	48	145	152	33

Ethnic Distribution

School Year	Total Enrollment	African American	Hispanic	White	Native American	Asian/ Pac. Islander	Multi-Race
2018-2019	372	5	141	217	0	0	2
2019-2020	411	6	161	232	0	0	9
2020-2021	351	3	148	180	0	0	15
2021-2022	351	3	148	180	0	5	15

Demographics Strengths

Santa Rita is a Non-title Campus. It is a Gifted and Talented Magnet Campus for 1st through 5th grade. Campus teachers all meet the district requirement of 30 hrs or more training in gifted education. These grade level teachers use the Gifted and Talented Process Standards to support assignments. Gifted students also work in groups that support project-based activities supported by the curriculum promoting student achievement. They also particpate in the Texas Rasearch Institute for Young Scholars (TRIYS). Our Economically Disadvantaged population is approximately 43.30%. Our At-Risk Population is approximately 41.31%. Our LEP population is approximately 1.9%. Our ethnic distribution is 51.28% White/Non-Hispanic, 42.17% Hispanic and 0.85% African American 1.42% Asian. District funds are utilized to continue funding a full time Instructional Coach (IC) for the 2021-2022 school year. This employee is utilized to ensure our students on MTSS (Multi Tiered Support System) Levels II and III received the proper interventions to accelerate needed instruction. She also collects and analyzes data from district benchmarks, curriculum checks, MClass, and Education Galaxy to progress monitor. STAAR Results are also

disaggregated to support deficits in grades 3-5. The Instructional Coach works with the Kindergarten -5th grade teachers to implement rotations to support instruction. We have also been provided an Interventionist to support students struggling in reading and math. She supports flexible groups to help close achievemnt gaps. Our Instructional Aide also supports intervention strategies according to the district Multi-Tiered Support System (MTSS) plan. She currently utilized the Leveled Literacy Program supported as a district intervention. All grade level teachers and aides work with groups of students in reading and math. Below level students are in small group settings to promote academic success. Santa Rita also receives funds to support students through the positions of a School Service Worker and a full time nurse.

Student Learning

Student Learning Summary

The campus was not rated by the Texas Education Agency for STAAR for the 2020-2021 school year. This rating was not shared due to the COVID Pandemic. In 2021-2022, our campus received an "A"/95% overall rating. We primarily use TAPR Reports, STAAR, MAP, and MClass scores to discern strengths and needs. K-5 use MClass, Scholastic NSGRA, and Education Galaxy assessment data to monitor student progress. In addition, classroom teachers use daily and weekly formative assessments, unit assessments and exit tickets. We also use information from parent and student surveys through Panorama. The Principal, Assistant Principal, and Instructional Coach meet with grade level teachers to review student progress and discuss areas of need during Professional learning Communities (PLCs). Instructional and financial adjustments are made as necessary and appropriate.

An Instructional Aide and Interventionist are used in cretain grade levels according to student need. In most cases, the aide and interventionist work with small groups of students and work with groups during MTSS times for reading and math. Student progress is tracked through Panorama. Their involvement with students prove to be a valuable asset to student performance and closing achievment gaps.

Our teachers regularly incorporate graphic organizers, and Bloom's Taxonomy to support the TEKS for depth and complexity for student learning. Teachers use common mnemonic devices and other effective instructional strategies daily in instruction to promote success. Our campus has benefited greatly from annual administrative walk-throughs. Professional Learning Communities promote communication, quarter mapping, unit planning, and effective teaching practices in the classroom. Grade level teams in grades K-5 meet weekly to discuss student achievement. We also support students who did not meet expectations on the STAAR Tests in 4th and 5th grades. These students have intervention plans in Panorama and are reviewed every 3 weeks for effectiveness. Changes are made as needed to close the achievement gaps. Panorama, Emergent Tree, and Second Steps are used to support social emotional learning and classroom management at the campus to promote positive discipline. We also encourage students to model the 7 Habits of Highly Effective Falcon and utilize the 3 Core Values at Santa Rita which are 1. Safety 2. Respect 3. Responsibility. Students are supported with Brag Boards for demonstrating the use of these habits and values.

Student Learning Strengths

We use the district curriculum/instructional framework and resources such as TEKS Resource System, and district resources available in Eduphoria to support student achievement. We are also using Panorama to support well rounded students.

School Year	Accountability Rating	Student Achievement	School Progress	Closing the Achievement Gap	ELAR	Math	Science	Academic Growth	Post Secondary Readiness
2017-2018	Met	Met/83	Met/77	Met/84					
2018-2019	A	A/91	B/88	A/92	Y	Y	Y	Y	Y
2019-2020	A	A/91	B/88	A/92	Y	Y	Y	Y	Y
2020-2021	Not Rated NR	NR	NR	NR	NR	NR	NR	NR	NR
2021-2022	A	A/92	A/93	A/100	Y	Y	Y	Y	Y

School Processes & Programs

School Processes & Programs Summary

The district has a reputation for hiring and retaining exceptionally talented and dedicated employees. Our campus is an extension of that rule. As previously stated, campus teachers all meet the district requirement of 30 hrs or more training in gifted education. We have 18 of our 19 teachers ESL-Certified teachers that continue to receive annual updates in training. All teachers and instructional aides are considered "highly qualified" according to state standards. Title 1 funding for the 2019-2020 school year will allow opportunities to continue to grow and strengthen the campus's areas of need.

Teacher Ethnicity Report

School Year	Native American	Asian/Pac. Islander	African American	Hispanic	White	Multi Race
2018-2019	0	0	0	3	23	0
2019-2020	0	0	0	4	22	0
2020-2021	0	0	0	7	14	0
2021-2022	0	0	0	3	23	0

Teacher Experience Report – Current Year

Beginning Teachers	**0**	
1 – 5 Years Experience	6	
6 – 10 Years Experience	3	
11 – 20 Years Experience	10	
Over 20 Years Experience	5	

Average Class Size – General Education

School Year	K	1	2	3	4	5
2018-2019	16	22	18	21	18	20
2019-2020	17	17	18	20	18	20

School Year	K	1	2	3	4	5
2020-2021	15	22	21	19	18	21
2021-2022						

The district has created aligned curriculum documents and shared them with all of its stakeholders. We use the TEKS REsource System - TRS - to drive instruction. All grades use a variety of tools to drive instruction. Resources are chosen based on research -based practices and district initiatives. Teachers focus on the High Priority Learning Standards as well as the Readiness and Supporting Standards as outlined in our curriculum documents and supported by Lead4ward.

Tools utilized to support instruction and assessment:

- Design Qualities
- Learner Profile
- Teacher Profile
- TEKS Resource System
- MAPS data and the Learning Continuum
- MClass and Amplify/Individualized activites
- Progress Learning/Liftoff
- NSGRA/Running Records/Guided Reading
- Emergent Tree
- Panorama
- Growth Mindset/Core Values
- Unit Assessments
- Math Solutions
- iReady Math
- Stemscopes

 The campus strongly believes in home/school collaboration. Without it, we can hope to achieve only a fraction of our potential. Therefore, we plan parental involvement activities, encourage parents and adults to participate in Volunteers in Public Schools (VIPS), we invite parents to serve on the campus Site-Based Decision Making (SBDM) Committee. This year is an exception due to the COVID Pandemic for all who would be considered visitors to the campus.

Our PTO is very active and works closely with the school to assist in activities that encourage student/parent participation. PTO also supports the school to enhance the experiences of the students by providing educational field trips and hands-on experiences promoting student achievement.

Victory Christian Church - "adoption benefits" include a lunch for teachers, assistance with campus activities, and monthly teacher treats.

- ASU Students support clubs
- ASU students assisting and learning in the classrooms
- San Angelo Symphony
- United Way - participation in fund raising campaign
- West Texas Rehab Center - provides occupational and physical therapy services to students
- San Angelo Schools Foundation - participation in annual fundraising campaign
- Food for Kids Program - weekend food items provided to students in need
- San Angelo Police Department - DREAM Program

- Alcohol and Drug Abuse Council of the Concho Valley – participation in campus activities during the Red Ribbon Week campaign to promote a drug-free lifestyle
- Foster Grandparents
- Central High School
- Santa Rita Home Owners Association
- Rust Street Ministries
- Adult Literacy Council

We recognize the fact that the students we serve are increasingly "techno-savvy", and that we must infuse our lesson plans and other daily activities with a variety of technology resources in order to gain and hold student attention. The use of technology also assists in meeting the needs of our non-traditional learners. We use STEMscopes, MClass/Amplify, Imagine Math, Prodigy, and Education Galaxy to promote the use of technology. We are utilizing Schoology and various Apps using IPADs in K- 5th grade to enhance exposure, opportunities for research and learning in regards to technology. We have learned and implemented Schoology to foster independence of student learning. Students also have access to the STEAM lab to experience various technology activities. Also, 3rd-5th grade studetns have access to ZSpace. This is a new and innovative way to support student learning through a Gifted and Talented lens.

School Processes & Programs Strengths

- Highly qualified in gifted and talented
- ESL- certified teachers
- Retention of experienced, quality teachers
- Hiring of gifted, motivated teachers
- Average class sizes below district and state averages
- Regular grade level planning time and monthly grade level meetings with campus administration/PLC
- Vertical alignment meetings
- MTSS tracking documentation/Panorama
- Professional learning – current, relevant, and teacher-requested
- Mentoring for new teachers
- PLC - Professional Learning Community Implementation
- CBAS - teachers vested in the Accountability of the campus and the district using the accountability engine and storyboard

Our Falcon team has critical team members that support curriculum and instruction

Counselor - incorporates Second Steps Curriculum and supports Panorama to meet student needs from campus surveys.

Instructional Coach - supports curriculum initiatives dictated by the Curriculum and Instruction Team, supports campus learning walks with the principal to promote discussions driving instruction in all classrooms.

Speech Pathologist - supports language and articulation needs.

Dyslexia teacher supports students diagnosed with Dyslexia

Interventionist - supports MTSS interventions for reading and math.

Assistant Principal - supports campus at all levels necessary to enhance the learning environment.

School Service Worker - supports attendance and home visits to meet needs of families who may not be closely connected to the school.

Use of Data Walls at each grade level to promote success and student ownership of the learning. Data is discussed in PLCs to drive instruction. Our goal is students success for all learners.

Continued Focus on Design Qualities, Learner Profile, Accountability Engine, Storyboard

Use of technology to support the use of Schoology

Quality, highly attended parent involvement activities such as Meet the Teacher, Open House, Mother's Day Events, Dads and Donuts, Moms and Muffins, Grandparents and Cookies, Santa Rita Fine Arts Academy, Texas Research Institute for Young Scholars TRIYS, Annual Christmas Tree Lighting and Santa Rita Walk-a-Thon

- High number of volunteer hours
- Fundraisers to purchase additional materials for students and teachers
- HAC- Home Access Center – allows parents web-based access to their children's grades
- Collaboration, partnering, and communication with parents through phone calls, conferences, email, and informational meetings

The relationship with our community supports our teaching of students to give back to the community. We will continue to build upon this relationship as we also work through dealing with the COVID Pandemic.

- Kinder-5th Grades have 1 to 1 devices avaialble to all students. Kindergarten and 1st grade students use IPADS while 2nd - 5th use Chromebooks
- Student computers in classrooms in which teachers choose to have them. They support work stations in the event that the assigned technology devices are not fucntionaing properly.
- Ladibugs, InFocus projectors, and other devices in each classroom
- Interactive televisions
- Education Galaxy
- Staff participation with with district initiative of professional development
- Use of web-based information management systems - E-School Plus, United Streaming and curriculum aides such as the Teacher Access Center
- Use of Schoology to support virtual learning - all grades have learned these strategies
- ZSpace devices - implementation of lessons using ZSpace in Science and Math.

Perceptions

Perceptions Summary

A culture of success is developed through a mutual respect felt by everyone within the Santa Rita School Community. Throughout the year there are many opportunities to foster the Seven Habits of a Highly Effective Falcon and enhance the Santa Rita Core Values of being Safe, Respectful, and Responsible.

These Include: Spirit Days, Open House, Grandparent's Day, Veteran's Day, Fall Festival, School Assemblies, Principal Pals, Student Spot Lights (in non-pandemic years) that share A and A/B Honor Roll Students and Attendance awards, POPS Concerts - (Power of Positive Students) showcasing musical and physical talents with the campus and parents each quarter, Weekly clubs.

Santa Rita will continue family involvement opportunities throughout the year including Literacy Night, STEAM night, and San Angelo Reads!

Panorama surveys will continue to be utilized to help improve our partnerships with families at Santa Rita Elementary.

Our goal is for Santa Rita parents and community to always feel welcomed and valued as contributors to our school both academically and not just feel like guests on our campus. The more voice and choice we give our Santa Rita families, the more we can use their feedback to create the best learning environment for our students.

We strive to honor the hopes and dreams of our students.

Perceptions Strengths

School culture and climate play an important role in the success of academic achievment. The campus leadership team will model positive behavior and build relationships with all staff. A problem solving culture will be encouraged through PLC meetings, staff meetings, and individual conversations. Core Values will be implemented throughout the year and supported by all staff. Social Emotional Learning will be supported by all staff and information will be entered into Panorama to support the communication with all stakeholders including parents.

We will continue to celebrate student success and progress toward campus goals through the morning show. We will continue to strive in building positive relationships and partnerships with our parents. We will continue to strive for excellence supporting the district motto of "In Pursuit of Excellence".

Goals

Goal 1: Student Engagement:
SAISD will develop district and campus support structures that positively impact student engagement and outcomes for all students.
Pillars: 1-Student Learning & Progress, 2-Student Readiness, 3-Engaged Well-rounded students
ESF Levers: 1-Strong Leadership & Planning, 4-High Quality Instructional Materials & Assessments, 5-Effective Education

Performance Objective 1: By May 2023, each student group will demonstrate improvement in performance with respect to grade-level expectations.

High Priority

Evaluation Data Sources: NSGRA, MAP, MClass, CLI, STAAR, CBAs, RDA, report cards

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will participate in intentional unit planning in order to design lessons that incorporate high yield instructional strategies that motivate all students to engage with academic content	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers will be better equipped to deliver quality instruction for all students on implementation and best practices. Teachers will also have specific information for which to design follow-up instruction (acceleration or remediation), assessments and use of instructional resources. Evidence: Aligned to Teaching for Learning Plan (TLP), improved classroom instructional practices, quality lesson plans, walk-throughs and observations. **Staff Responsible for Monitoring:** C&I Team, Executive Director of Teaching and Learning, Principals **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Teachers, Instructional Coaches, Interventionists - General Funds, - State Comp Ed, - Title II, Part A			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Assessments aligned to state standards and the appropriate level of rigor are administered at a minimum of two times throughout the year to determine student mastery. Time for corrective instruction is built into the district curriculum.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved instruction and progress monitoring resulting in increased student achievement and performance. Evidence: Improved student achievement **Staff Responsible for Monitoring:** Teachers, Principals, Curriculum & Instruction Team, and District Leadership Team **Title I:** 2.4, 2.5, 2.6			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Utilize district assessments to assess needs in order to develop individually learning plans including: MAP, NSGRA, mClass, common assessments, and CBA.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved student achievement across all student groups, including at-risk, homeless, Special Education, etc. Evidence: Improved student achievement for all students **Staff Responsible for Monitoring:** Teachers, Principals, Curriculum & Instruction Team, and District Leadership Team **Title I:** 2.4, 2.5, 2.6			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Campus instructional leaders will review disaggregated data to track and monitor the progress (closing the gaps) of all students at all levels (with a focus on high schools), including students with disabilities, English Learners, and all other student groups, and provide evidence-based feedback to teachers.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Improved and intentional planning and instructional delivery for campuses, improved student performance and achievement, focused intense small group instruction for students identified for remediation and/or acceleration through MTSS, tutorials, summer school, and utilization of instructional coaches, interventionists, and paraprofessionals.

Evidence: Continued growth for elementary and middle schools and growth at the high school levels observed from intentional planning, quality staff, and improved campus culture. Closing the gaps, reducing dropout rates, and monitoring other measures of student performance (e.g. at-risk, attendance, discipline, dyslexia, CTE, CCMR, McKinney-Vento, Foster Care, and migrant).

Staff Responsible for Monitoring: Principals, Instructional Coaches, Curriculum & Instruction Team, and District Leadership Team

Title I:
2.4, 2.5, 2.6
 - **Results Driven Accountability**

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

Goal 1: Student Engagement:

SAISD will develop district and campus support structures that positively impact student engagement and outcomes for all students.

Pillars: 1-Student Learning & Progress, 2-Student Readiness, 3-Engaged Well-rounded students

ESF Levers: 1-Strong Leadership & Planning, 4-High Quality Instructional Materials & Assessments, 5-Effective Education

Performance Objective 2: Refine and communicate district-wide expectations for consistent and creative standards-based instruction.

    Evaluation Data Sources: Alignment to the Teaching for Learning Framework, future ready graduates, and productive citizens.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use a corrective instructional action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine root cause when students have not learned the concept, and create plans to reteach.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Increased success for all students, including underperforming groups, improved instructional response to student needs, and improved intentional planning
 	
    Evidence: Alignment and improved student performance and achievement
    Staff Responsible for Monitoring: Teachers, Campus Leadership Team, Curriculum & Instruction Team, and District Leadership Team
 	
    Title I:
    2.4, 2.5, 2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: Demonstrate an increase in college and career readiness, and preparatory activities including higher enrollment in college prep courses and provide career opportunities across the district at all campuses.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Increase in SAT records of participation, post-secondary acceptance & enrollment, number of merit scholars, continued SAT school day
 	
    Evidence: increased participation, increased post-secondary acceptance, increased number of merit scholars
    Staff Responsible for Monitoring: Principals, Director of Advanced Academics, Director of CTE, Curriculum & Instruction Team, and District Leadership Team
 	
    Title I:
    2.4, 2.5			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue with Reading Academies, all staff K-3 will be enrolled and complete the academies by the 2023 completion deadline.	**Formative**		
Strategy's Expected Result/Impact: Partner with Region 15 to train the large number of staff that still need to complete the academies. Evidence: All K-3 staff trained in Reading Academies. **Staff Responsible for Monitoring:** Principals, Curriculum & Instruction Team, and District Leadership Team **Title I:** 2.4, 2.5, 2.6	**Nov**	**Feb**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Student Engagement:

SAISD will develop district and campus support structures that positively impact student engagement and outcomes for all students.

Pillars: 1-Student Learning & Progress, 2-Student Readiness, 3-Engaged Well-rounded students

ESF Levers: 1-Strong Leadership & Planning, 4-High Quality Instructional Materials & Assessments, 5-Effective Education

Performance Objective 3: Ensure implementation of an innovative and viable curriculum through meaningful assessments and progress monitoring.

Evaluation Data Sources: Improved instruction resulting in increased student achievement and performance; measurable through formative and summative assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts across all classrooms. The instructional materials include resources intentionally designed to meet the needs of all student groups; including students with disabilities, at-risk students, and English learners among other student groups.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved student achievement and progress monitoring across all student groups. Evidence: All student groups will be engaged in high quality instruction, improved student success for all learners **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Curriculum & Instruction Team			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide and implement a rigorous MTSS Framework that identifies and provides appropriate remediation and/or acceleration for all student groups.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased campus implementation of MTSS process, increased success for all students, including underperforming groups (at-risk, homeless, foster care, students with disabilities, 504, English Learners, etc) by establishing a calibrated and robust comprehensive MTSS program. Training key stakeholders and curriculum staff on MTSS process, clearly defined MTSS process and communicate expectations for use of MTSS process. Evidence: Alignment and implementation of consistent practices across all campuses and appropriate accelerated or remedial learning for all student groups, also including student safety, decreased discipline referrals, attendance, decreased dropout rates, increased graduation rates, and student favorable perceptions. **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Interventionists, Curriculum & Instruction Team, Director of Social-Emotional Learning, and Counselors **Title I:** 2.4, 2.5, 2.6			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide high quality, highly effective, intentional and research based professional learning opportunities aligned to district core commitments in order to increase quality of instruction and student achievement.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Implement a Professional Learning (PL) plan to reflect and meet any and all professional learning needs identified through multiple sources for all SAISD faculty and staff. PL includes: PL for new teachers, positive culture and climate, effective use of technology and digital tools, technology integration, opportunities for teachers serving Emergent Bilingual students, MTSS, social-emotional, safety, and other training as needed. Evidence: Increased student success for all student groups, lesson plans, walk-throughs, observations of teachers providing targeted instruction at the appropriate level. Student growth/progress as evidenced by performance on curriculum based assessments and state assessments. **Staff Responsible for Monitoring:** Curriculum & Instruction Team, Director of Special Programs, Director of English Language Learners, and District Leadership Team **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Scholastic, Math Solutions, Apple, etc - Title I, Part A, - Title II, Part A, - Title III, Part A LEP, - Gifted and Talented Funds, - State Comp Ed, - General Funds			
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue			

Goal 2: Culture and Communication:
SAISD will cultivate trusting partnerships to support the hopes and dreams of our students and staff.
Pillars: 4-Professional Learning & Quality Staff, 5-Community Engagement and Partnerships, 7-Safety & Well-Being
ESF Levers: 2-Strategic Staffing, 3-Positive School Culture

Performance Objective 1: Engage parents and community of San Angelo ISD in strategic planning process that will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.

> **Evaluation Data Sources:** Meaningful parent and community engagement that benefits all students, their families and the community. Increased participation of intentional members.

> Evidence: Planned intentional community calendar, records of attendance, agendas, participation in CBAS Advisory Council and campus committees, and district participation in community events.

Strategy 1 Details	Formative Reviews		
Strategy 1: Strengthen positive, collaborative partnerships with community and families through increasing community representation with organization liaisons on Community Based Accountability System (CBAS) Advisory Council.	**Formative**		
Strategy's Expected Result/Impact: Increased community and parent participation in CBAS, SA Reads, etc., increased feedback from partners on improvement plans, parent and family engagement plans, professional learning plan and district initiatives. Evidence: attendance records, expanded partnerships with local organizations with future ready opportunities **Staff Responsible for Monitoring:** Communications Department, Curriculum & Instruction Team, Federal Programs Staff, and District Leadership Team **Title I:** 4.1, 4.2	**Nov**	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop a communication plan that highlights the opportunities available in SAISD and increases communication and opportunities for parents to engage in activities within SAISD.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in student/parent engagement with district and community programs including GT, CTE, STEM, to showcase the Learner Profile through Parent and Family Engagement. Increase hiring retention through the use of the Educator Profile and best practices. Evidence: Connections between the community, schools, and parents. Increased communication with families and community partnerships. Increase in retention rate. **Staff Responsible for Monitoring:** Communications Team, Curriculum & Instruction Team, and District Leadership Team **Title I:** 4.1, 4.2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide support for students entering a new campus to ensure a successful transition (such as the Student 2 Student program-Military Child Education Coalition, campus visits, parent meetings, and counseling services.)	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student performance as evidenced on 6 and 9 week grade reports. Counselor and campus administration observation of successful assimilation. Coordination of services for McKinney-Vento and Foster Care students including, enrollment conferences. Evidence: Better tracking of all students, including McKinney-Vento, GT, Special Education, Foster Care, etc. and providing resources. **Staff Responsible for Monitoring:** Campus Staff, School Service Workers, At-Risk Coordinators, Counselors, and Federal Programs Staff **Title I:** 2.4, 2.5, 2.6			

Strategy 4 Details	Formative Reviews		
Strategy 4: Incorporate Board Goals into regular Monthly Board meeting agendas.	Formative		
Strategy's Expected Result/Impact: Transparent and ongoing communication across all district departments, campuses, SAISD School Board, parents and community. Evidence: Campus highlights, Student showcase, district/department highlights **Staff Responsible for Monitoring:** Communication Team and District Leadership Team	**Nov**	**Feb**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 3: Innovative Learning Spaces:

SAISD will provide efficient, safe, and innovative learning spaces that promote student achievement.

Pillars: 1-Student Learning & Progress, 6-Systems & Operations, 7-Safety & Well-Being

ESF Levers: 3-Positive School Culture, 4-High Quality Instructional Materials, 5-Effective Instruction

Performance Objective 1: Optimize the learning environment and support the instructional programs of the district with the review, revision, and implementation of a district wide safety plan.

> **Evaluation Data Sources:** A comprehensive long-range safety plan that will ensure readiness in any emergency situation

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve and increase communication tools for more efficient crisis communication in the event of an emergency situation through the utilization of district mass communication system.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Ensure safety and security of students and staff through emergency response actions. Keep parents and community informed, report out information in a timely manner to keep media, etc from reporting out miscommunication. Evidence: Prompt emergency response actions that ensure safety and security for students and staff. Shared information in a timely manner. **Staff Responsible for Monitoring:** District and Campus Safety Teams, Communications Team, and District Leadership Team			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide training for students and staff in a variety of safety protocols including: recognition and prevention of disability harassment in schools, dating violence, bullying, sexual abuse, unwanted physical and/or verbal aggression, sexual harassment on school grounds or in school vehicles, mental health, social-emotional awareness, cybersecurity and digital citizenship, clear direction for campus threat assessment teams, and trauma informed care.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: High quality district safety training that will inform and ensure readiness in the event of an emergency situation. Evidence: Decrease in discipline referrals, increased awareness of safety protocols **Title I:** 2.4, 2.5, 2.6			

Strategy 3 Details	Formative Reviews

Strategy 3 Details				Formative Reviews		
Strategy 3: Conduct an assessment of current instructional arrangements and facilities.				**Formative**		
Strategy's Expected Result/Impact: Build a robust 5 year facilities plan to better use fiscal resources.				**Nov**	**Feb**	**May**
Evidence: 5 year fiscal plan **Staff Responsible for Monitoring:** Executive Director of Student and Data Services, Director of Purchasing, and District Leadership Team						

Strategy 4 Details				Formative Reviews		
Strategy 4: Engage in a process of stakeholder input regarding efficiency and existing facilities and recommendation resulting from external safety audits and addressing key concerns on facilities.				**Formative**		
				Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase access of available opportunities for the community to engage in feedback loops. **Staff Responsible for Monitoring:** District and Campus Safety Team						

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: Innovative Learning Spaces:
SAISD will provide efficient, safe, and innovative learning spaces that promote student achievement.
Pillars: 1-Student Learning & Progress, 6-Systems & Operations, 7-Safety & Well-Being
ESF Levers: 3-Positive School Culture, 4-High Quality Instructional Materials, 5-Effective Instruction

Performance Objective 2: Align all district operating systems to support innovative teaching and learning.

    Evaluation Data Sources: A comprehensive long-range plan in place that is reviewed and revised as needed to stay up to date with current trends, safety, and technology.

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve academic outcomes by maintaining a safe and secure environment for all students and staff by designing and monitoring learning experiences and spaces, that will allow for utilization of uncommon areas as additional innovative learning spaces.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Utilize uncommon areas as additional learning spaces for students.
 	
    Evidence: Innovative and flexible areas that are inviting and will improve academic outcomes for all student.
    Staff Responsible for Monitoring: Campus Administration, Executive Director of Student and Data Services
 	
    Title I:
    2.4, 2.5, 2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide early interventions and proactive best practices through the MTSS Framework to reduce behaviors (DAEP), social-emotional, and academic referrals.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Decrease in referrals based on Tier 1 and Tier 2 supports.
 	
    Evidence: Reduced referrals
 	
    Title I:
    2.4, 2.5, 2.6			

Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain a robust network infrastructure to support learning and district operations with up to date and functional devices and equipment. Implement a plan and replacement cycle for 1:1.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Innovative learning through technology tools that will help students and staff plug and play while executing their vision for teaching and learning. Evidence: Support and training from the Digital Innovation Specialists, STEM labs expanded, STEM Camps, use of a variety of technology tools such a drones, apps, etc. **Staff Responsible for Monitoring:** Director of Technology and District Leadership Team **Title I:** 2.4, 2.5			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	1	4	Campus instructional leaders will review disaggregated data to track and monitor the progress (closing the gaps) of all students at all levels (with a focus on high schools), including students with disabilities, English Learners, and all other student groups, and provide evidence-based feedback to teachers.

Campus Funding Summary

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Scholastic, Math Solutions, Apple, etc		$0.00
				Sub-Total	$0.00
Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	3	3			$0.00
				Sub-Total	$0.00
Title III, Part A LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3			$0.00
				Sub-Total	$0.00
General Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teachers, Instructional Coaches, Interventionists		$0.00
1	3	3			$0.00
				Sub-Total	$0.00
State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	3	3			$0.00
				Sub-Total	$0.00
Gifted and Talented Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3			$0.00
				Sub-Total	$0.00