

San Angelo Independent School District

Bowie Elementary

2022-2023 Campus Improvement Plan



Mission Statement

We the Bowie Patriots, believe through compassion, opportunity, innovation, and collaboration, we can foster an environment of excellence and aspiration.

Vision

Building leaders one student at a time.

In Pursuit of Excellence

The District Goals for 2022-2023:

Goal 1: Student Engagement: SAISD will develop district and campus support structures that positively impact 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

PROGRAMS

2022-23

Total Enrollment: 369

Eco Dis: 59.35%

SpEd: 9.76%

2021-2022

Total Enrollment: 414

Eco Dis: 59.90%

SpEd: 9.90%

2020-2021

Total Enrollment: 409

Eco Dis: 56%

SpEd: 8.06%

2019-2020

Total Enrollment: 420

Eco Dis: 56%

SpEd: 10%

2018-2019

Total Enrollment: 450

Eco Dis: 56%

SpEd: 8.83%

2017-2018

Total Enrollment: 438

Eco Dis:54%

SpEd: 8.86%

Demographics Strengths

Bowie's demographics are ever changing due to the high mobility rate in this area, however, we have seen consistent levels of economically disadvantaged and special education students. To help foster growth in these students and the campus as a whole, Bowie is using data to drive instruction for students. To foster this culture, we have integrated a balanced literacy approach into our classroom curriculum. Teachers are using several reading indicators to ensure all students are showing growth. Through PLCs, vertical alignment meetings, PL, and MTSS, the staff of Bowie are using data to ensure high quality instruction.

Students met the growth targets on STAAR in math and reading as a whole. Bowie also met academic achievement in reading.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall, in 2022, the campus did not meet the target for Math scores on STAAR. 39% of students who took STAAR meet the GL standard. **Root Cause:** The focus has been on reading across the district.

Problem Statement 2: In 2022, 40% of 3rd grade students did not meet the standard on STAAR in math. **Root Cause:** Teacher left in mid year and the students did not have a teacher for over 6 weeks.

Problem Statement 3: In 2022, 38% of 3rd grade students did not meet the standard on STAAR reading. **Root Cause:** Students had inconsistent teaching/teachers throughout the year.

Student Learning

Student Learning Summary

In 2022, Bowie received a score of 87, or a B, on the Accountability Report Card. Bowie had previously been a C in 2018-2019 and a F in 2017-2018.

Student Learning Strengths

In 2018-2019, we saw strengths in 3rd grade math, 5th grade reading, and student achievement.

In 2019-2020, we did not receive a rating due to the suspension of STAAR as a result of COVID.

In 2020-2021, ELAR was a campus strength with 67% at approaches or above.

In 2021-22, Bowie received distinction for being in the top 25% for comparative growth (scoring a 90 and placing us at #10) and closing the gaps (77). These scores put Bowie at an A rating in academic growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Number of students who are performing at the levels of meets and mastery **Root Cause:** Lack of professional learning and PLC work in Universal Tier 1 instruction and MTSS supports for Tier 2 and 3.

School Processes & Programs

School Processes & Programs Summary

Bowie Elementary strives to be a campus that supports whole student learning for all students. A campus-wide discipline management program (Emergent Tree) is in place. Teachers combine Emergent Tree and Capturing Kids Hearts strategies to create a positive learning environment. Dojo is also used to reward students for good work and good choices. Proud Patriots are recognized weekly, and student and staff MVPs are recognized monthly.

Teachers incorporate highly engaging and scientifically based learning structures to meet the district expectations for the SAISD Learning Profile. Stations, Kagan Strategies, Schlecty Design, Number Talks and Talk Moves, Guided Reading and Math are priorities in all classrooms to engage all students in the learning. Priority standards are the focus along with the district curriculum. All teachers continue to incorporate technology as a highly engaging learning tool; chromebooks and iPads are available for all classrooms.

Teachers meet weekly to plan and also in PLC's to review data and best practices to meet the needs of all learners. Professional Learning is scheduled at least once a month and aligns with the campus focus and needs of the students and staff.

Parents are invited to visit the school for a variety of activities throughout the year. Teachers consistently contact parents to ensure they are informed about their child's education and social growth at school. Student and parent surveys are sent through Panorama to gauge school climate/culture as well as Social Emotional Learning.

As of last year the staff at Bowie Elementary began to align many best practices on the campus. Teachers have become collaborative learners and consistently look for ways to engage all learners and set high learning goals for all students.

In 2018-2019 we had a small amount of teacher turn over. We had a few teachers leave for promotions, explore other opportunities, or leave the district due to military assignments.

In 2019-2020 we had a small amount of teacher turn over due mostly to loss of units, and teachers moving for other reasons.

In 2020-2021 we had 3 staff members promoted and 1 left for personal reasons.

At the end of the 2021-22 school year, we had 4 staff members leave (Two to take a promotions outside the district and the others moved to a smaller districts)

In 2022-2023 our staff was comprised of:

Administrative Team (3) with 1 Hispanic; 2 White

Teachers (23) with 5 Hispanic; 18 White

Paraprofessionals (5) with 3 Hispanic; 2 White

Support Staff (4) with 1 Black, 2 Hispanic, 1 White

Campus teachers plan collaboratively and work in PLC to use data and discuss best practices that drive instruction. The instructional coach takes time to meet with new teachers (new to grade level, profession, and subject) or those who need additional supports in areas and seeks out district level supports when needed. Teachers support each other through grade level and from 3rd-5th on subject level needs. Additional support is provided from Principal and Counselor for behavior needs. The staff is trained in Emergent Tree Tier 1 response and the Groundwork team meets on a monthly basis to discuss concerns and celebrate successes. Each month the staff votes on a teacher and staff member of the month and they are honored. Brag board was implemented for staff to celebrate each other as well.

Teachers supplement the district's curriculum with web-based resources (TRS, TEXGuide, TEKS Implementation), standards based instructional materials, and STAAR formatted supplements. In the primary grades, teachers strengthen the instructional foundation with West Virginia Phonics, Stemscoopes, Fountas and Pinnell, as well as Education Galaxy. Guided reading/math is also used to ensure reading/math skills are mastered in a small group setting. The teachers in all grade levels concentrate on mastery of Readiness Standards and incorporate Supporting Standards appropriately, while addressing the processing standards.

Support staff (instructional aides and Interventionist) are scheduled in to all classes for reading and math and they also provide pull out interventions. Teachers incorporate station activities during thier support time so that the teacher and support staff can work in small groups to ensure students master skills. Data from in formal and formal assessments are discussed in PLCs and used to guide instrucion. Teachers use goal setting for MAP, mClass, and NSGRA, as well as in objective based assignments. Best practices indicate goal setting can have a major impact on learning in schools that value that process.

In order to keep student engagement at a high level, Bowie realizes we must utilize technology to engage the student in their learning. All classrooms have computers/iPads for student use with a 1:1 ratio on devices.

Bowie is actively working on improving our relationship with the parents and community. Parent meetings are held at least twice a year and there are activities each quarter that allow parents to see what is happening in the school and be involved in our learning. We engage our families by sending several surveys throughout the year. These surveys address several items mostly involving campus culture, climate, and the SEL needs of their children. Updates on events are shared throughout the year and monthly newsletters are also sent out through SwiftK12 and posted on our website. We keep our website updated with infromation throughout the year and share all upcoming events on social media and Class Dojo. We actively seek out volunteers for events and any additional campus oppportunites throughout the school year. The PTO, which had been just on a volunteer basis and not actively involved as an organization since 2013, is back up and running for the 2022-23 school year

Bowie is 1-to-1 with devices in classrooms. Our goal is to support devices for all stduents on campus to begin our vision of 21st century educational model. Our teachers are also involved in this process as well. Each teacher has several district issued devices (a laptop and an iPad) that support and faciliate their needs instructionally. The STEAM lab also has a class set of ipads and other technology based games and activites. Every classroom has an Apple TV and large TV to allow for easy integration of technology in the classroom.

School Processes & Programs Strengths

Staff Quality, Recruitment, and Retention

Campus teachers plan collaboratively and work in PLC to use data and discuss best practices that drive instruction. The instructional coach takes time to meet with new teachers (new to grade level, profession, and subject) or those who need additional supports in areas and seeks out district level supports when needed. Teachers support each other through grade level and from 3rd-5th on subject level needs. Additional support is provided from Principal and Counselor for behavior needs. The staff is trained in Emergent Tree Tier 1 response and the Groundwork team meets on a monthly basis to discuss concerns and celebrate successes. Each month the staff votes on a teacher and staff member of the month and they are honored. Brag board was implemented for staff to celebrate each other as well.

C&I and Assessment

- STAAR aligned resources
- Phonics based instruction in primary grades (West Virginia and Saxon as a supplement)
- Math Solutions
- Guided Reading and Math
- Vertical alignment of procedures, academic vocabulary, resources, and learning strategies
- iPads and Chromebooks; integration of technology in all classroom

- Goal setting for staff and students
- Data driven instruction and interventions

Parent and Community Engagement

Bowie is committed to improving our communication with parents. We now have updated webpage with an announcements and upcoming events page, a monthly newsletter page, and are holding parent meetings. The PTO is now actively running as an organization and the staff works hand in hand with them to plan and schedule engagement events. Information is shared through Class Dojo, Social Media, SwiftK12, and sent home with students. Parent teacher conferences are held each semester and teachers make positive contacts throughout the year (postcards, letters, emails, and calls).

Technology

100% of students has immediate access to a campus device if necessary

Teachers are technologically capable of incorporating 21st skills in their classrooms-iPad, Apple TV, Smart TVs, laptops

Students are independent thinkers when engaging in the tech experience

Teachers actively seek opportunities to engage in technology daily (one teacher is involved in a MineCraft Cohort)

STEAM lab students access with a STEAM teacher at least once a week during Specials

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Met 3/7 components on Student Success Status for STAAR 21-22. Out of all the students tested 75% approached grade level standards, however only 43% meet and 18% mastered the grade level standard. **Root Cause:** Lack of MTSS process and intentional intervention plans for students to both accelerate and extend learning for all students.

Problem Statement 2: After COVID years, parents are not happy with the lack of opportunities to be involved in the school. There has been a lack of communication and events for parents since 2020. **Root Cause:** COVID allowed for parents and schools to distance themselves from each other since parents and community members were not allowed in the school.

Problem Statement 3: Lack of daily implementation of technology that enhances learning and high order thinking in all classrooms. **Root Cause:** This was not a priority previously and teachers have a lack of understanding when it comes to some devices. Additional support and training is needed for them to be comfortable using different devices on a daily basis.

Perceptions

Perceptions Summary

Currently, Bowie is growing its culture and academic achievement through various school wide incentives and campus initiatives such as: San Angelo Reads, Proud Patriots, MVPs (staff and student), community activities (Boo Bash, Holiday Event, Veteran's Day, Music Programs, Parent Involvement days/nights, quarterly events) and Birthday Buckets.

Parents have not been allowed on campus much the last few years due to COVID. It is a focus this year to get families more involved through events and PTO and to increase communication with parents on things occurring on campus and in the community. Bowie is actively working on improving our relationship with the parents and community. Parent meetings are held at least twice a year and there are activities each quarter that allow parents to see what is happening in the school and be involved in our learning. We engage our families by sending several surveys throughout the year. These surveys address several items mostly involving campus culture, climate, and the SEL needs of their children. Updates on events are shared throughout the year and monthly newsletters are also sent out through SwiftK12 and posted on our website. We keep our website updated with information throughout the year and share all upcoming events on social media and Class Dojo. We actively seek out volunteers for events and any additional campus opportunities throughout the school year. The PTO, which had been just on a volunteer basis and not actively involved as an organization since 2013, is back up and running for the 2022-23 school year.

Staff surveys were sent at the end of the 21-22 school year and used to plan events and make plans for 22-23 school year.

Perceptions Strengths

- MVPs (student and staff)
- Brag Boards
- A/B Honor Roll
- Proud Patriots
- Birthday Buckets
- Pep Rallies

Parent and Community Engagement

Bowie is committed to improving our communication with parents. We now have updated webpage with an announcements and upcoming events page, a monthly newsletter page, and are holding parent meetings. The PTO is now actively running as an organization and the staff works hand in hand with them to plan and schedule engagement events. Information is shared through Class Dojo, Social Media, SwiftK12, and sent home with students. Parent teacher conferences are held each semester and teachers make positive contacts throughout the year (postcards, letters, emails, and calls).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent engagement and involvement has been low over the last few years. There was not a functioning PTO (just parent volunteers) and a lack of communication and opportunity on/for things/events happening around the school. **Root Cause:** COVID created an unintentional divide between school and home. Events were not as prevalent and parents and community members were not allowed on campus. This caused a lack of communication and an environment that was not conducive to parent community partnerships.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Adjustment to PLC plan to give teachers more uninterrupted time to plan and look at data to drive instruction. MAP testing will be completed BOY, MOY, EOY and unit assessments for all grade levels will be used to help assess progress in classes. PL on mClass is planned for August to support teacher needs and provide more insight into data.

Strategy 1 Details	Formative Reviews		
<p>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</p> <p>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.</p> <p>Evidence: Aligned to Teaching for Learning Plan (TLP), improved classroom instructional practices, quality lesson plans, walk-throughs and observations.</p> <p>Staff Responsible for Monitoring: C&I Team, Executive Director of Teaching and Learning, Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Teachers, Instructional Coaches, Interventionists - General Funds, - State Comp Ed, - Title II, Part A</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved instruction and progress monitoring resulting in increased student achievement and performance.</p> <p>Evidence: Improved student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Curriculum & Instruction Team, and District Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize district assessments to assess needs in order to develop individually learning plans including: MAP, NSGRA, mClass, common assessments, and CBA.</p> <p>Strategy's Expected Result/Impact: Improved student achievement across all student groups, including at-risk, homeless, Special Education, etc.</p> <p>Evidence: Improved student achievement for all students</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Curriculum & Instruction Team, and District Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>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.</p>	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.

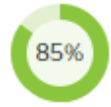
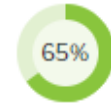
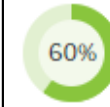
Evidence: Continued growth for elementary and middle schools and growth at the high school levels observed from intentional planning, quality staff, and improved campus culture. Closing the gaps, reducing dropout rates, and monitoring other measures of student performance (e.g. at-risk, attendance, discipline,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




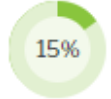


ESF Levers: 1-Strong Leadership & Planning, 4-High Quality Instructional Materials & Assessments, 5-Effective Education








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.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Changes to PLC process will be made in order to give more uninterrupted time for teachers to plan (including vertical planning) and analyze student data. STEAM will have their own space and new plan for increasing engagement and activities for all grades while in STEAM. New items were purchased to help support STEAM lab.

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased success for all students, including underperforming groups, improved instructional response to student needs, and improved intentional planning</p> <p>Evidence: Alignment and improved student performance and achievement</p> <p>Staff Responsible for Monitoring: Teachers, Campus Leadership Team, Curriculum & Instruction Team, and District Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in SAT records of participation, post-secondary acceptance & enrollment, number of merit scholars, continued SAT school day</p> <p>Evidence: increased participation, increased post-secondary acceptance, increased number of merit scholars</p> <p>Staff Responsible for Monitoring: Principals, Director of Advanced Academics, Director of CTE, Curriculum & Instruction Team, and District Leadership Team</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue with Reading Academies, all staff K-3 will be enrolled and complete the academies by the 2023 completion deadline.</p> <p>Strategy's Expected Result/Impact: Partner with Region 15 to train the large number of staff that still need to complete the academies.</p> <p>Evidence: All K-3 staff trained in Reading Academies.</p> <p>Staff Responsible for Monitoring: Principals, Curriculum & Instruction Team, and District Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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






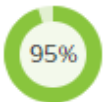
ESF Levers: 1-Strong Leadership & Planning, 4-High Quality Instructional Materials & Assessments, 5-Effective Education








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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: PL on mClass and MAP so teachers and staff can use data more effectively to plan lessons and support student needs, CKH process champions team in place and student input gathered on progress, increased STEAM training for all staff, SPED training for all staff

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and progress monitoring across all student groups.</p> <p>Evidence: All student groups will be engaged in high quality instruction, improved student success for all learners</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Curriculum & Instruction Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide and implement a rigorous MTSS Framework that identifies and provides appropriate remediation and/or acceleration for all student groups.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, Interventionists, Curriculum & Instruction Team, Director of Social-Emotional Learning, and Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Team, Director of Special Programs, Director of English Language Learners, and District Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>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</p>	Formative		
	Nov	Feb	May
			
 No Progress  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


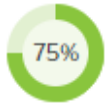

Performance Objective 1: Engage parents and community of San Angelo ISD in strategic planning process that will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.














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.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Increased parent/community involvement in events at school, increased social media presence and sharing of events/pictures/awards, student highlights on TV year round, look into a mental health fair for campus and community as an event

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Evidence: attendance records, expanded partnerships with local organizations with future ready opportunities</p> <p>Staff Responsible for Monitoring: Communications Department, Curriculum & Instruction Team, Federal Programs Staff, and District Leadership Team</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Evidence: Connections between the community, schools, and parents. Increased communication with families and community partnerships. Increase in retention rate.</p> <p>Staff Responsible for Monitoring: Communications Team, Curriculum & Instruction Team, and District Leadership Team</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>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.)</p> <p>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.</p> <p>Evidence: Better tracking of all students, including McKinney-Vento, GT, Special Education, Foster Care, etc. and providing resources.</p> <p>Staff Responsible for Monitoring: Campus Staff, School Service Workers, At-Risk Coordinators, Counselors, and Federal Programs Staff</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Incorporate Board Goals into regular Monthly Board meeting agendas.</p> <p>Strategy's Expected Result/Impact: Transparent and ongoing communication across all district departments, campuses, SAISD School Board, parents and community.</p> <p>Evidence: Campus highlights, Student showcase, district/department highlights</p> <p>Staff Responsible for Monitoring: Communication Team and District Leadership Team</p>	Formative		
	Nov	Feb	May
			
 No Progress  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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Safety team meetings to improve campus level plans for variety of events, Improved arrival and dismissal plans

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Evidence: Prompt emergency response actions that ensure safety and security for students and staff. Shared information in a timely manner.</p> <p>Staff Responsible for Monitoring: District and Campus Safety Teams, Communications Team, and District Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: High quality district safety training that will inform and ensure readiness in the event of an emergency situation.</p> <p>Evidence: Decrease in discipline referrals, increased awareness of safety protocols</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct an assessment of current instructional arrangements and facilities.</p> <p>Strategy's Expected Result/Impact: Build a robust 5 year facilities plan to better use fiscal resources.</p> <p>Evidence: 5 year fiscal plan</p> <p>Staff Responsible for Monitoring: Executive Director of Student and Data Services, Director of Purchasing, and District Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase access of available opportunities for the community to engage in feedback loops.</p> <p>Staff Responsible for Monitoring: District and Campus Safety Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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





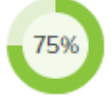

ESF Levers: 3-Positive School Culture, 4-High Quality Instructional Materials, 5-Effective Instruction








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.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: More flex seating and innovative spaces throughout the campus, Apple TVs added in all spaces

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Utilize uncommon areas as additional learning spaces for students.</p> <p>Evidence: Innovative and flexible areas that are inviting and will improve academic outcomes for all student.</p> <p>Staff Responsible for Monitoring: Campus Administration, Executive Director of Student and Data Services</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide early interventions and proactive best practices through the MTSS Framework to reduce behaviors (DAEP), social-emotional, and academic referrals.</p> <p>Strategy's Expected Result/Impact: Decrease in referrals based on Tier 1 and Tier 2 supports.</p> <p>Evidence: Reduced referrals</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Technology and District Leadership Team</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Nov	Feb	May
	 70%	 70%	 75%
 No Progress  Accomplished  Continue/Modify  Discontinue			

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