

San Angelo Independent School District

Glenmore Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science



Mission Statement

The mission of SAISD is to engage all students in a relevant and inspiring education that produces future ready graduates.

Vision

A safe and resilient campus who embraces and values everyone as unique with different perspectives, experiences, and ideas

Goals

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.

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

<i>School Year</i>	<i>Total Enrollment</i>	<i>ESL/BIL</i>	<i>G/T</i>	<i>ED</i>	<i>Sp. Ed.</i>	<i>At Risk</i>
2018-2019	477	23 4.8%	9 1.89%	239 50.11%	32 6.71%	152 31.87%
2019-2020	444	21 4.7%	10 2.25%	230 51.81%	29 6.53%	113 25.45%
2020-2021	423	29 6.8%	11 2.60%	222 52.48%	35 8.27%	104 24.59%
2022-2023	437	54 12.36%	15 3.43%	268 61.33%	48 10.98%	204 46.91%

Demographics Strengths

Our campus encompasses a variety of cultures and unique backgrounds. All students are valued and encouraged to reach their individual goals. Goal setting and progress tracking are taught, modeled, and practiced. As we aspire to grow the hopes and dreams of our students, our students aim high to reach their full potential. We are excited to be a bilingual magnet school serving bilingual pre-kindergarten, kindergarten, first-grade, and second grade students in our district. It is an honor to serve our military families, and we are thankful for the strong connection Glenmore has to Goodfellow Airforce Base.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many of our students come to school unprepared for learning at the highest levels. **Root Cause:** Students come from low-socioeconomic backgrounds which creates inconsistency in living conditions and lacks early learning opportunities.

Student Learning

Student Learning Summary

Our goal at Glenmore Elementary is to provide classroom opportunities and experiences for our students to think critically, create, build positive communication skills, problem-solving skills, listening skills, and perseverance in order to be successful. These are all what we consider to be academic strengths. These Academic strengths are the skills and talents that help our students learn efficiently and succeed in academic pursuits. Challenging oneself academically helps our students discover these strengths. We will engage our students so that they become empowered learners.

Glenmore Elementary received an overall B rating on the 2019 STAAR assessments according to the TEA Accountability standards.

In 2021, scores were significantly lower than the previous year tested (2018-2019). Circumstances outside of our control consist of school closure in March 2020, the number of students' families who chose the virtual learning platform, and excessive absences due to quarantine (students and staff). We also recognize and have identified factors that were in our control and areas for growth for the 2021-2022 school year.

Our staff and students worked very hard to fill gaps and provide accelerated learning intervention, especially in the area of reading, and Glenmore received a B rating on the 2022 STAAR assessments according to the TEA Accountability standards.

We utilize our campus interventionist and Title I instructional aides to provide support in classrooms based on academic data and student needs.

All teachers practice effective instructional strategies including Guided Reading, Math Solutions instructional techniques, Marzano strategies, Kagan structures, Instructional Strategies from the Lead4Ward playlist, SEL Capturing Kids' Hearts curriculum, and positive classroom management plans. To align with district and campus initiatives, every grade level incorporates writing in every subject.

Student Learning Strengths

Glenmore uses TEKS Resource System which aligns instruction and provides resources for rigorous lessons at high academic levels. Glenmore teachers work collaboratively to support, challenge, mentor, and tutor students. Every teacher is implementing balanced literacy through Scholastic Guided Reading and the Fountas and Pinnell framework. Writers' Workshop is being implemented in every classroom.

Data is discussed during PLC meetings after scheduled common formative assessments. We monitor/disaggregate data, place students in appropriate groups to receive targeted interventions, and alter instructional strategies to fit our learners' needs.

In 2020, the campus did not receive a rating due to the suspension of the STAAR assessments as a result of COVID.

In 2021, 3rd - 5th grade students tested, but the campus did not receive a rating.

In 2022, Glenmore received the Science Distinction Designation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In 2022, 3rd - 5th grade Math STAAR Approaches, Meets, and Masters percentages were significantly lower than our 3rd - 5th grade Reading scores at each performance level. **Root Cause:** Interventions are focused on reading accelerated instruction.

School Processes & Programs

School Processes & Programs Summary

San Angelo ISD's curriculum is a framework for guiding teachers and leaders in the design of student work and planning instruction that is standards-based, challenging, customized, innovative, and responsive to learners' needs in alignment with SAISDs Vision, Mission, Beliefs and Commitments. SAISD has 5 district priorities that are the focus: the Learner Profile, Educator Profile, CBAS, Board Goals and CKH.

Grade Level PLCs meet weekly to analyze data and intentionally plan instruction to meet the needs of our students. State, district and campus assessments are given as a source of data to discern strengths and needs.

School Processes & Programs Strengths

Intentional planning and data digging during PLCs support professional growth and student growth and achievement. Our campus leadership team meets regularly to discuss student data and progress, classroom visits and observations, professional learning, and campus focus topics. Our instructional coach assists teachers to support student learning and engagement. The leadership team visits classrooms often to affirm and provide feedback related to instructional practices, classroom management, and student engagement. Our campus interventionist provides accelerated instruction to our students based on their individual needs.

We believe that our success stems from building positive relationships with each student, building consistency and alignment between grade levels, and using common language and expectations.

There is alignment between the standards, instruction and assessment at each grade level. Teachers use the assessments in order to guide their instruction within the classroom. Glenmore uses the full istation program and utilizes the data reports in order to monitor student progress throughout the year. Scholastic NSGRA and MAP data is used to monitor growth and progress.

Teachers use goal setting and data tracking in order to see the success of their students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers feel overwhelmed with the increase in workload and lack of time to complete additional mandates. **Root Cause:** Possible causes include a lack of

time to address state requirements that span above and beyond the requirements of the regular workday.

Problem Statement 2: New and changing curriculum and programs have the potential to overwhelm and cause frustration for our educators. **Root Cause:** New district initiatives added and initiative changes effect district-wide instructional content and practices.

Problem Statement 3: Parents underestimate the impact they have on student success and student achievement. **Root Cause:** Communication and involvement has not been a priority.

Problem Statement 4: Teacher computers are slow and outdated and have not been replaced. **Root Cause:** The receipt of replacement devices has been delayed due to shipping issues affiliated with COVID.

Perceptions

Perceptions Summary

A culture of success is developed through a mutual respect felt by everyone within the Glenmore family. A monthly parent empowerment/involvement plan is developed by our Community Based Advisory Group. Throughout the year, there are many opportunities provided to foster “the Glenmore Way” such as spirit days, programs, student and staff shout-outs, and family/community events.

Panorama surveys will help inform us about ways to continue and improve our partnership with parents and families at Glenmore. We desire for our Glenmore parents and guardians to always feel welcomed and as education contributors and not only guests on our campus. The more voice and choice we give our Glenmore 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.

We at Glenmore Elementary strongly believe in home/school collaboration. Without it, we can hope to achieve only a fraction of our potential. Therefore, we plan monthly parent involvement activities, encourage parents and community members to participate in Volunteers In Public Schools (VIPS), join our Glenmore Booster Club, and invite parents and community members to serve on our Campus Advisory Committee team. Glenmore Elementary has several ties to the community from which our students directly benefit.

Perceptions Strengths

School culture and climate play an important role in the success of academic achievement. 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. Character Counts and CKH SEL curriculum will be implemented throughout the year. Glenmore will continue to stress the importance of teacher communication with parents about their child's academic and SEL progress.

Our Glenmore office staff is extremely friendly, helpful, and a resource to our campus families. They are inviting to all that come to the front office. We want to continue this practice as we understand the office staff is often the "face of Glenmore."

Our Glenmore Morning Show celebrates student success and student behavior. A Spanish word of the day is taught to our Glenmore students to build an understanding and appreciation of the language our students in the Bilingual classrooms already display. We work hard at building positive relationships internally and with our parents and community.

Community/Parent Involvement

- *Kindergarten Round-Up
- *Meet the Teacher
- *Grade Level Parent Information Nights
- *Open House
- *Beginning of the Year Parent Conferences
- *1st Grade Monsters and Muffins
- *VIPS
- *Community Resource Night
- *Career Day
- *Pep Rallies
- *Veterans' Day Program

- *Bring Your Veteran to Lunch
- *Family Literacy Night
- *Winter Wonderland
- *Christmas Music Programs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents underestimate the impact they have on student success and student achievement. **Root Cause:** Communication and involvement has not been a priority.

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)
- Planning and decision making committee(s) meeting 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: By May 2024, each student group will demonstrate improvement in performance with respect to grade-level expectations

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.

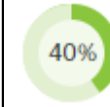
Evidence: Continued growth for elementary and middle schools and growth at the high school levels observed from intentional planning, quality staff, and improved campus culture. Closing the gaps, reducing dropout rates, and monitoring other measures of student performance (e.g. at-risk, attendance, discipline,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



No Progress

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: Continue to refine and communicate district-wide expectations for consistent and creative standards-based instruction.

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

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

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





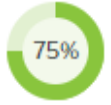





Performance Objective 1: Optimize the learning environment and support the instructional programs of the district with the review, revision, and implementation of a district wide safety plan.

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: Update Glenmore website for the 2023-2024 school year, and continue to add updates throughout the school year.

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: Some progress made toward meeting Objective

Next Year's Recommendation: PL for 2023-2024 school year based on Apple Survey

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
			
<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>			