San Angelo Independent School District

Crockett Elementary

2024-2025 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

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 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 AND COMMITMENTS

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

The school serves an average of 320 - 380 students and is a diverse campus. For 2023-2024 the students were 5.19% African American, .55% Asian, 54.64% Hispanic, 34.97% White, and 4.64% Two or More Races. Our school is trending upward in percent of At-Risk with a higher percentage than in past years.

School Year	Total Enrollment	Limited English Proficient	At-Risk	Economically Disadvantaged
2014 - 2015	361	4.7%	47.6%	53.7%
2015 - 2016	341	4.7%	35.8%	54%
2016 - 2017	327	5.2%	36.7%	61.8%
2017 - 2018	362	4.4%		59.7%
2018 - 2019	346	3.8%		59.2%
2019 - 2020	398	3.8%		60%
2020 - 2021	350	2.29	50%	60.57
2021-2022	314	2.5%	63.1%	66.2%
2022-2023	354	1,98%	59.04%	61.3%

School Year	Total Enrollment	Limited English Proficient	At-Risk	Economically Disadvantaged
2023-2024	366	4.38%	64.48%	65.57%

Crockett teachers are highly qualified, positive, and committed employees. With the help of the district's Human Resources Department, campus administrators conduct intensive screenings and interview processes to ensure that all new employees meet the high standards of our district and community.

School Year	Native American	Asian/Pacific Islander	African American	Hispanic	White
2018-19	0	0	0	7	18
2019-20	0	0	0	9	17
2020-21	0	0	0	7	18
2021-22	0	0	0	5	20
2022-23	0	0	0	5	17
2023-24	0	0	0	4	20

Beginning Teachers	1	4.2%
1 – 5 Years Experience	4	16.7%
6 – 10 Years Experience	6	25%
11 – 20 Years Experience	9	37.5%
Over 20 Years Experience	4	16.7%

Demographics Strengths

As a campus we embrace our diverse population. Our students benefit from our cultural diversity in many ways including exposure to what is an accurate representation of the community. Our instruction is designed to meet the needs of each individual student and provide them with a rigorous learning experience.

We have programs in place to address the needs of our at-risk population and methods of tracking their progress. They are offered daily small group intervention in Reading and Math to ensure academic growth. Individual needs are met through the MTSS process.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The diverse nature of our demographics can result in a wide variety of needs within one classroom.
Root Cause: This is due to the wide range of living situations that occur within the school boundaries. As a result, the school accommodates for a wide range of issues that walk into our doors.

Student Learning

Student Learning Summary

For the 2023-2024 school year, Crockett scored a D (Not Rated) for their accountability rating. A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement. Crockett missed targets in almost all areas for our white student sub-population. The campus did not receive an accountability grade for the 2020-2021 or the previous school year. The campus received a C overall, a C in Student Achievement, a C in School Progress, and a D in Closing the Gaps in the 2018 - 2019 school year. The campus received a Distinction Designation in Academic Achievement in Science. In 2016-17 the campus failed to meet standard in Student Progress. This issue was addressed through the PLC process and the tracking of student progress throughout the year. As a result School Progress (formerly Student Progress) improved and Met Standard for the 2017-18 school year.

Crockett is using HQIM campus-wide: Eureka for math (grades 3-5) and Amplify for RLA (K-5). Grade levels meet bi-weekly for PLC which allows the teachers to work collaboratively to strengthen instruction and discuss action plans to achieve better results for their students. The PLC process also gives educators the opportunity to identify students who need to be tracked for possible MTSS meetings. MTSS is used campus-wide as a tool for educators to discuss which students may need additional targeted instruction based on the objectives that they are struggling with on assessments. We use Title I funds to hire aides that pull students into small groups and cover those targeted objectives. This year due to a grant funded through the ESF, two part-time Interventionist have been added to the staff, enabling additional small groups to be pulled for targeted objectives.

Student Learning Strengths

The campus has worked hard to improve Student Growth with vast improvement in the PLC process over the past two years. The teachers on the campus have fully embraced the concept of more frequent common assessments in order to pinpoint how each student is progressing on each High Priority Learning Standard. Through the PLC process, teachers are working on strengthening Tier 1 instruction as well as working collaboratively to collect data and discuss research based strategies to achieve better results for the students. Teachers are intentional with instruction and intervention. For instance, teachers plan for enrichment activities for those students who have Mastered, or are close to Mastering, each High Priority Learning Standard, and intervene for those students who have not mastered the standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Certain sub-populations underperformed in the 2021-22 school year on the STAAR Test.
Root Cause: The possible cause of this is a lingering effect from not being physically present in school on a regular basis along with high mobility rates.

School Processes & Programs

School Processes & Programs Summary

At Crockett, we have a faculty that strives to work together to accomplish common goals. We are growing in the area of collaborating as professional learning communities. Groups are meeting to examine data and student progress in a professional and constructive manner.

Our teachers meet and collaborate weekly to discuss curriculum, student needs, and then create plans for students in need of academic assistance. We continue to grow in the PLC process and have seen evidence in our student achievement.

Typically, at our campus, our staff population remains stable each year - very few retire or move into other positions. All of the staff meet the requirements of "highly qualified".

This year we added two new teachers to our campus. One teacher came to us with experience, and the other is a brand new teacher.

We follow the district curriculum. It provides a scope and sequence as well as links to additional resources that are utilized in the classroom. This year Amplify was added for 4-5 and Knowledge was added across all grade levels. This year teacher frustration stems from the extra work required for the internalization process with Amplify, yet the curriculum is still lacking; therefore, teachers are having to put in even more work. For example, the HPLS are not listed for each unit so teachers are having to put in the time to locate these in order to ensure students are being taught the essentials. In addition, K-2 have not adopted a math curriculum and the curriculum has not been consistent for any grade level in any subject.

Our campus uses data that is collected from multiple sources including mClass, MAP testing, classroom assessments, STAAR, and district created Unit Assessments.

Every year, Crockett Elementary works to strengthen the relationship with parents and increase parent participation in education. Our district goal is to provide improved communications between the district and all stakeholders. This year we are using School Status Connect. We are also offering "Breakfast in Bear Country"- parent meetings on topics relative to the times.

We continue to strive to meet the ever changing demands of technology. The school has one Art Lab, one STEM Lab with a designated aide to teach STEM, and a device for every student in every classroom. This year we are 1:1 iPads campus-wide. Each room has a smart television and a document camera.

School Processes & Programs Strengths

We have a warm and friendly staff that makes developing relationships among staff and community members easier. Many of our teachers have been here more than 10 years. The staff have built strong relationships, and the parents trust the staff.

Throughout the year, we host several different events to boost morale among the staff. For students, we also host events that make the campus a special place like Teddy Bear Picnic, grade level performances, and celebrations.

This campus has a general reputation of being an excellent place to work; therefore, we have the advantage of getting a high number of quality applicants for positions that come available.

Our campus continues to provide high levels of instruction to all students. Evidence of high level instruction is collected through walkthroughs by both the campus level and district administrators. The district focus has been the implementation of Balanced Literacy through the Science of Teaching Reading with a strong focus on phonics and Amplify in grades K-5. The district is also shifting how we provide our math instruction through Math Solutions and the implementation of Eureka grades 3-5, training that our teachers have attended,

and now the use of Reflex to build on a strong foundation in fact fluency. Our campus has implemented and will continue to improve on these strategies in the classroom.

Through small group interventions, our campus is able to target specific objectives that our students are struggling with and provide them with extra instruction in order to close learning gaps. The campus utilizes multiple resources in order to collect data to inform both classroom instruction and the MTSS process.

Some of the events that involve parent participation include:

Trunk or Treat, Polar Express, Jingle Bell Jog, Grands' Day, Parents and Pastries, Open House, Meet the Teacher, Teddy Bear Picnic, Color Run, and various grade level programs.

Our campus participates in monthly community events such as: Keep San Angelo Beautiful, making cards for nursing homes, pet food drives, and Alzheimer penny war. We also provide for our own families through the Blue Santa program and providing Thanksgiving meals.

Our campus also participates in the Food for Kids Program on a weekly basis.

We have several staff members including our counselor and social worker that are able to communicate with parents in Spanish to translate information.

We also offer parent information and outreach through weekly Wednesday folders and informational notes from the office and campus website. The teachers conference with parents and update progress reports every three weeks and report cards per nine weeks in Home Access Center.

The campus has allocated an iPad for every student in every classroom.

The campus uses Amplify, Reflex, and Progress Learning as online resources to help students in all subject areas.

We have announcements through the Morning Show, which is broadcast over the classroom televisions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: This year we are focused on continued training of staff as we continue to raise the bar.
Root Cause: We want campus instruction to align with the district tights.

Problem Statement 2: The campus has many families that do not choose to become involved in their child's school experience.
Root Cause: This may be due to the elimination of parental involvement due to COVID, and we need to be more intentional in our parent involvement opportunities.

Perceptions

Perceptions Summary

This campus has an average of 320 - 370 students in grades K-5. RLA and Math have a minimum of 90 minutes a day for Tier I instruction. Across the campus, striving students are provided with small group interventions a minimum of 4-5 days for an additional 30 minutes of targeted instruction. Each grade level has a professional learning team that helps to horizontally align instruction and improve communication. In addition to PLCs, there is a campus site-base committee and grades 3-5 meet weekly for vertically aligned PLC meetings.

The campus has a Tier 1 MTSS discipline system based on campus guidelines: Be Safe, Be Respectful, Be Responsible. Tier 2 discipline systems are in place and working to meet fidelity.

Perceptions Strengths

Crockett has a low teacher turnover rate, thus providing consistency of highly qualified teachers. The overall quality of the job is very high for our teachers and that transcends into the classroom for our students.

Teachers in the district are more apt to transfer to Crockett, and do not request to leave the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The bulk of the teachers have been on our campus for an extended length of time which can at times cause them to be resistant to change.
Root Cause: Teachers feel the district is asking them to reinvent the wheel every year which is extremely time consuming.

Priority Problem Statements

Goals

Goal 1: Academics:
San Angelo ISD will provide robust summer academic programming for elementary students identified as needing academic intervention in the areas of math and reading by the Summer of 2025.

Performance Objective 1: By Summer of 2025, math and reading instruction will be provided to students participating in SAISD's robust summer partnerships.

High Priority

Evaluation Data Sources: Partnerships, MOUs, student progress, attendance & participation

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: work on enrichment portion of MTSS

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: This summer partnership will involve SAISD and local community partners such as the YMCA and Boys and Girls Club. **Strategy's Expected Result/Impact:** Students will be better equipped to implement best practices and show growth in the academic content. Evidence: Increased participation in a variety of engaging programs designed to ignite curiosity and foster growth throughout the summer months. **Staff Responsible for Monitoring:** Coordination of services staff between the district and partnering agencies. **Results Driven Accountability**	 No Progress	 Considerable	 Considerable

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Enrichment programs will be offered in the area of RLA, Math, and STEM. **Strategy's Expected Result/Impact:** Increased success for all students, including underperforming groups, and improved response to student needs. Evidence: Alignment and improved student performance and achievement. **Staff Responsible for Monitoring:** Teachers, Campus Leadership Team, Curriculum & Instruction Team, District Leadership Team, and Digital Facilitators	 Some Progress	 Considerable	 Considerable

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Academic:
San Angelo ISD will increase the percentage of students meeting the expected growth measure for NWEA Map testing for grades 3-8 Reading, English I, and English II by 8% and grades 3-5 Math and Algebra I by 10%.

Performance Objective 1: San Angelo ISD will increase the percentage of students meeting the expected growth measure for NWEA Map testing for grades 3-8 Reading, English I and English II by 8% and grades 3-8 Math and Algebra I by 10%.

High Priority

Evaluation Data Sources: NWEA MAP, DIBELS, MClass, CLI, STAAR, RDA Report Cards, San Angelo ISD Checkpoints, and Campus-based Assessments

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Implement Data driven instruction, make adjustments to SLO, clarify expectations for internalization and follow calendar, plan for Learner Profile activities as a grade level during internalization

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: District and Campus leaders will closely monitor the learning process of student groups not meeting the Closing the Gap Domain at all levels, including students with disabilities, Emergent Bilingual, and all other student groups, and provide evidence-based feedback to teachers. **Strategy's Expected Result/Impact:** Improved scores on district and state assessments. Increased success for all students including underperforming groups, improved instructional response to student needs and improved intentional planning. Implementation of data tracking and progress monitoring tools in reading and math, such as but not limited to NWEA Map, etc. 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, Special Education Team, Director of Emergent Bilingual, Director of Federal Programs, and District Leadership Team. **Results Driven Accountability**	Some Progress	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Create and track quantifiable learning targets for each student in reading and math, English I and II and Algebra I, and measure progress at the student, classroom, and campus level to ensure that all students meet their annual expected academic growth. **Strategy's Expected Result/Impact:** Improved academic performance overall, including reading, math, English I & II and Algebra I. Evidence: Activities indicating progress in learning targets ensuring annual expected academic growth. **Staff Responsible for Monitoring:** District Elementary and Secondary Curriculum Directors and Instructional Coaches, Campus Leadership, and District Leadership. **Results Driven Accountability**	 Some Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Teachers will continue with unit assessments aligned to the state standards and appropriate level of rigor that are administered throughout the year to determine student growth and mastery. Time for corrective instruction is built into the district curriculum. **Strategy's Expected Result/Impact:** Improved and intentional planning and instructional delivery of curriculum, improved student outcomes, 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: Alignment and implementation of MTSS consistent practices across all campuses and appropriate accelerated and remedial learning for all student groups, including student safety, decreased graduation rates, and student favorable perceptions. **Staff Responsible for Monitoring:** Principals, District Curriculum & Instruction Directors and Instructional Coaches, and District Leadership Team	 Some Progress	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Teachers will continue with intentional unit planning in order to design lessons that incorporate high yield instructional strategies that motivate all students to engage with academic content. **Strategy's Expected Result/Impact:** Teachers will be better equipped to deliver quality instruction for all students on implementation and best practices. Teachers will have specific information for which to design follow-up instruction (acceleration/ remediation), assessments and use of instructional strategies. Evidence: Aligned to Teach for Learning (TLP), improved classroom instructional practices, quality lesson plans, walk-throughs, and observations. **Staff Responsible for Monitoring:** Principals, District Curriculum & Instruction Team, Director of Campus Academic Support, and District Leadership	 Some Progress	 Considerable	 Considerable

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Increase focus on the strategies of the Learner Profile in order to promote best practices in instructional planning for increased student achievement and growth. **Strategy's Expected Result/Impact:** High-quality, highly effective learning opportunities aligned to district Learner Profile commitments to increase quality of instruction and student achievement. Evidence: Increased success for all student groups, lesson plans, walk-throughs, observations of teachers providing instruction. **Staff Responsible for Monitoring:** Principals, District Curriculum & Instruction Team, Director of Academic Support, and District Leadership	 Some Progress	 Considerable	 Considerable

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 6: Staff will implement the district's curriculum and utilize a variety of instructional models to create a well-rounded program and increase opportunities for all students to improve learning. **Strategy's Expected Result/Impact:** Improved instruction resulting in increased student achievement and performance; measurable through formative and summative assessments. Evidence: 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. Increased student success for all student groups, lesson plans, walk-throughs, observation of teachers providing targeted instruction at the appropriate level. **Staff Responsible for Monitoring:** Principals, District Curriculum & Instruction Team, and District Leadership	 Some Progress	 Considerable	 Considerable

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Academic:
San Angelo ISD will increase the percentage of students meeting the expected growth measure for NWEA Map testing for grades 3-8 Reading, English I, and English II by 8% and grades 3-5 Math and Algebra I by 10%.

Performance Objective 2: Provide systematic academic and behavioral interventions, enrichment, and academic pathways aimed at supporting the diversity of our student body.

Evaluation Data Sources: Improved student performance and achievement, focused intense small group instruction for students identified for remediation and/or acceleration through MTSS, teacher tutorials, and utilization of human capital.

Evidence: Continued growth for elementary and middle school students and growth at the high school levels observed from intentional monitoring, 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).

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continued work on Tier 2 behavior and move the work from admin to staff led team, implement data driven instruction,

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Monitor the fidelity of implementation of academic and behavioral interventions (MTSS) and credit recovery opportunities for at-risk students to increase graduation/completion rates. Monitor and reduce the overuse of discipline practices that remove students from the classroom. **Strategy's Expected Result/Impact:** Increased campus implementation of the MTSS process, increased success for all students, including underperforming groups (at-risk, homeless, foster care, students with disabilities, 504, Emergent Bilingual, etc by establishing a calibrated and robust comprehensive MTSS program. Continue to train key stakeholders and curriculum staff on MTSS process, clearly defined MTSS process and communicating expectations for use of MTSS process. Evidence: Alignment and implementation consistent practices across all campuses and appropriate accelerated and remedial learning for all student groups, including student safety, decreased discipline referrals, attendance, decreased dropout rates, increased graduation rates, and student favorable perceptions. **Staff Responsible for Monitoring:** Principals, District Curriculum & Instruction Teams, Director of District Behavior Support, Counselors, and District Leadership Team	 Some Progress	 Considerable	 Considerable

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Campus and district leaders will review disaggregated data to track and monitor the progress (closing the gaps) of all students (with a focus on increasing MAP testing scores for grades 3-8 Reading, English I and English II by 8% and grades 3-8 Math and Algebra I by 10%), including students with disabilities, Emergent Bilingual students, and all other student groups, and provide evidence-based feedback to teachers and actively observe literacy and math instruction in classrooms throughout the school year to identify additional levels of support needed for all grade levels. **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: Growth for all students at all levels observed from intentional planning, quality staff, and improved campus culture. Closing 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, District Curriculum & Instruction Teams, and District Leadership Team	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: The teachers will use a corrective instructional action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine root causes when students have not learned concept and create plans to reteach. **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, Principals, District Curriculum & Instruction Team, and District Leadership Team	Some Progress	Considerable	Considerable

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Academic:
San Angelo ISD will increase the percentage of students meeting the expected growth measure for NWEA Map testing for grades 3-8 Reading, English I, and English II by 8% and grades 3-5 Math and Algebra I by 10%.

Performance Objective 3: All learning environments will foster engagement by integrating personalized learning experiences and increase or exceed state standards/averages for all student groups in student achievement progress.

Evaluation Data Sources: Assessment results for each of the identified assessments will be compared with longitudinal historical data in addition to state data to measure increases. Increased success for all students, including underperforming groups, improved instructional responses to student needs, and improved intentional planning.

Evidence: Alignment and improved student performance and achievement

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue in this direction

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Support the delivery of personalized professional learning through job-embedded coaching, facilitators, integrated instruction, and professional development. **Strategy's Expected Result/Impact:** Increased capacity of district, campus, and instructional staff Evidence: Utilize instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts across all classrooms. Instructional materials include resources intentionally designed to meet the needs of all student groups; including students with disabilities, at-risk students, and Emergent Bilingual students among other student groups that lead to improved student achievement and progress monitoring across all student groups. **Staff Responsible for Monitoring:** Principals, District Curriculum & Instruction Teams, and District Leadership Team	Some Progress	Considerable	Considerable

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Safety and Security:
San Angelo ISD will ensure all campuses are staffed with a law enforcement officer 100% of the instructional days.

Performance Objective 1: The safety of our students and staff at San Angelo ISD continues to be of the utmost importance and police officer presence will be increased at every campus to better serve our district.

Evaluation Data Sources: Safer school climate. Clearly defined roles, responsibilities, and expectations and how they will be measured.

Summative Evaluation: Met Objective

Next Year's Recommendation: district looking into taller fencing for campus

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Provide law enforcement officers to patrol all district campuses on a daily basis as this serves as a deterrent to those who wish to do harm to our students and staff. **Strategy's Expected Result/Impact:** Improve student and staff safety and security. District and campus staff/personnel and Board members will have working knowledge of SAISD's deployment of safety and security personnel and resources. Evidence: Law enforcement officers will provide an established multi-disciplinary approach to proactively securing campuses, district facilities, and district events. **Staff Responsible for Monitoring:** District Safety Coordinator, Campus and District Safety Committee, and Deputy Superintendent/Chief Financial Officer	 Some Progress	 Considerable	 Considerable

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: San Angelo ISD strives to provide a safe environment where teachers can teach and students can learn. **Strategy's Expected Result/Impact:** Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students. Evidence: Reduced referral and student incidents/accidents, increased participation in school functions **Staff Responsible for Monitoring:** District Safety Coordinator, Campus and District Safety Committees, and Deputy Superintendent/Chief Financial Officer	 Some Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Continue to develop district/campus safety plans which will include emergency drill instruction and practice, trained Threat Assessment Teams for each campus and a campus specific emergency response plan with designated triage, emergency landing zone, relocation site, incident command designation, and media response area with law enforcement controlled access. **Strategy's Expected Result/Impact:** 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. Evidence: Implement monthly safety tips on social media, the district website, and electronic newsletters to help facilitate safe and secure campuses and facilities for community, parents, students and staff **Staff Responsible for Monitoring:** District Safety Coordinator, Campus and District Safety Committees, Campus Staff, and Deputy Superintendent/Chief Financial Officer	Some Progress	Considerable	Considerable

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Continue to 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, opioid antagonist for Narcan administration, clear directions for campus threat assessment teams, and trauma informed care. **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 and reporting protocols. **Staff Responsible for Monitoring:** Campus Safety Teams, District Safety Teams, District Safety Coordinator, and Deputy Superintendent/Chief Financial Officer	Some Progress	Considerable	Considerable

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Recruitment and Retention:
San Angelo ISD will conduct a comprehensive Pay Systems Review to recruit and retain high-quality employees, and recommend adjustments to the compensation plan to the Board of Trustees by April 2025.

Performance Objective 1: SAISD will develop a compensation plan based on the results of the pay systems review and input from the Board of Trustees.

Evaluation Data Sources: TASB Review of compensation plan and recommendations

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: SAISD will secure the services of the Texas Association of School Boards to conduct a comprehensive Pay Systems Review. **Strategy's Expected Result/Impact:** Pay system review report provided by TASB. Evidence: Revised compensation plan **Staff Responsible for Monitoring:** Deputy Superintendents, Board of Trustees, and Executive Director of HR			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: SAISD will increase staff retention and decrease overall staff vacancies 5% or more by August 1, 2025. **Strategy's Expected Result/Impact:** Fully staffed in all areas Evidence: Staff retention rate; number of staff vacancies **Staff Responsible for Monitoring:** Executive Director of HR and Deputy Superintendent/Chief Financial Officer	No Progress	Considerable	Considerable

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Innovative Learning Spaces:
San Angelo ISD will present a bond for facilities, the purchase of necessary sites for school facilities, busses, and vehicles and the imposition of a tax sufficient to pay the principal and interest of the bonds to the San Angelo community, by June of 2025.

Performance Objective 1: SAISD will provide efficient, safe, and innovative learning spaces that promote student achievement.

Evaluation Data Sources: Utilize uncommon areas as additional learning spaces for students that are flexible, innovative, and inviting and will improve academic outcomes for all students.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Engage in a process of stakeholder input regarding efficiency of existing facilities and recommendation resulting from external safety audits and facility advisory committee addressing key concerns for families and providing spaces that will allow for utilization of uncommon areas as additional innovative learning spaces. **Strategy's Expected Result/Impact:** Utilize feedback from external auditors and facility advisory committee to determine steps to mitigate facility concerns. Evidence: Recommendations made to the Board of Trustees based on the most needed facility needs based on meetings, tours, and any additional information on the current state of SAISD facilities. **Staff Responsible for Monitoring:** Board of Trustees, Superintendent, Facilities Advisory Committee, and Deputy Superintendent/ Chief Financial Officer	Some Progress	Considerable	Considerable

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Innovative Learning Spaces:
San Angelo ISD will call a Voter Approval Tax Rate Election for November 5, 2024 to increase the maintenance and operations rate by .03 cents in order to maximize state funding and generate $6 million dollars additionally each year to be used for salary increases and armed officers at each campus.

Performance Objective 1: SAISD will secure needed products and/or services to educate all stakeholders regarding the impact and benefits related to Proposition A.

Evaluation Data Sources: Meetings, social media posts, video recordings, mailers sent out, and town hall meetings

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: By October 2024, SAISD will have secured the services of a company to assist in strategic communication, branding, and data intelligence. **Strategy's Expected Result/Impact:** Services from a firm were secured to assist in strategic planning. Evidence: Strategic plan created **Staff Responsible for Monitoring:** Superintendent, Board of Trustees, Communications Dept, District Staff	Accomplished	Accomplished	Accomplished

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: By October 2024, SAISD will secure the services of a company to assist in collection, analysis, and presentation of data collected from the community. **Strategy's Expected Result/Impact:** Services from a firm were secured to assist with collection and presentation of data from the community. **Staff Responsible for Monitoring:** Superintendent, Board of Trustees, Communications Dept, District Staff	Accomplished	Accomplished	Accomplished

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Based on the outcome of the November 5th, 2024 elections, SAISD staff will ensure the district's compensation plan and job market adjustments are updated to provide approved pay increases to all staff. **Strategy's Expected Result/Impact:** Passage of November 5th Proposition A, compensation plan and market adjustments updated for pay increases for all staff. **Staff Responsible for Monitoring:** Executive Director of Human Services, Deputy Superintendent/Chief Financial Officer, District Cabinet Team and Board of Trustees	Accomplished	Accomplished	Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Innovative Learning Spaces:
San Angelo ISD will call a Voter Approval Tax Rate Election for November 5, 2024 to increase the maintenance and operations rate by .03 cents in order to maximize state funding and generate $6 million dollars additionally each year to be used for salary increases and armed officers at each campus.

Performance Objective 2: By January 2025, memorandums of understanding with San Angelo Police Department and the Tom Green County Sheriff's department will be reviewed as needed if additional funding is made available.

Evaluation Data Sources: Passage of Proposition A

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: SAISD will maintain memorandums of understanding (MOUs) with area Law Enforcement to establish a cooperative working partnership that outlines the roles, responsibilities, and expectations of each party involved. **Strategy's Expected Result/Impact:** Safer school climate. Clearly defined roles and responsibilities, and expectations and how they will be measured. Explanation of start and end dates for the MOU. **Staff Responsible for Monitoring:** District Safety Coordinator, Campus and District Safety Committees, and Deputy Superintendent/Chief Financial Officer	Accomplished	Accomplished	Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	This summer partnership will involve SAISD and local community partners such as the YMCA and Boys and Girls Club.
2	1	1	District and Campus leaders will closely monitor the learning process of student groups not meeting the Closing the Gap Domain at all levels, including students with disabilities, Emergent Bilingual, and all other student groups, and provide evidence-based feedback to teachers.
2	1	2	Create and track quantifiable learning targets for each student in reading and math, English I and II and Algebra I, and measure progress at the student, classroom, and campus level to ensure that all students meet their annual expected academic growth.