

# Santa Anna ISD

## District Improvement Plan

2020/2021



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Date Reviewed: 10/7/2020

Date Approved: 10/19/2020

Board Approved  
10/19/2020  
*Michelle Lopez*

# Santa Anna ISD

## Mission

The mission of Santa Anna Independent School District is to develop and encourage life-long learners and to share in the responsibility of educating the total child regardless of socio- economic or ethnic backgrounds.

Our schools are child centered. The needs and abilities of the individual are the principal concern

The District strives to create a safe, nurturing environment, in which to prepare our students physically, mentally, socially, and morally toward the full realization of their highest capabilities so that they may take their place in an ever changing society.

## District System for Continuous Improvement

Santa Anna ISD's comprehensive system for ongoing district improvement is achieved through the integration, alignment, and support of Campus Improvement Plans and District Technology Plan, Site Based Committees, with memberships representing all stakeholders, administration, staff, community business members, and parents, participate in planning activities. AEIS data, Accountability Ratings, Vocational and College Readiness, Dropout Rates, Benchmarks, Performance monitoring reports, STAAR, Attendance records, Disciplinary Reports, Budgets, STAAR Charts, and surveys are utilized in determining need, priorities, and action plans.

## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students: Compensatory Education

Carl Perkins – Federal, Headstart – Federal, Migrant Title 1 Part C - Federal, SPED Funds – Federal, Title I PT A – Federal, Title II Pt A – Federal, Title III Bilingual / ELA - Federal, Title IV Pt A – Federal, Activity Funds – Local, Local Funds – Local, PTO – Local, State Compensatory - State

**Santa Anna. ISD uses the following: the AT-RISK-INDICATOR-CODE indicates whether a student is currently identified at at-risk of dropping out of school using state-defined criteria only (TEC§29.081, Compensatory and Accelerated Instruction).**

For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;

(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

(10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or

(14) has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

Santa Anna ISD Site Based Committee

Name	Position
Steffany Fitzpatrick	Academic Dean
Edward Morales	District Administrator – Secondary Principal
Glenda Vasquez	Elementary Representative – Teacher
Nathan Hindman	Secondary Representative – Teacher
Todd White	Central Office Representative – Superintendent
David McLean	Community Member
Steve Lara	Parent / Community Member
Brandi Crowder	Parent / Community Member
Chandra Rice	Parent / Community Member
Calvin Brown	Parent / Community Member
Kendra Brown	Parent / Community Member

Santa Anna ISD School Board

Janice Fellers	President
Mike Pritchard	Vice President
Denise Montgomery	Secretary
David Herrod	Trustee
Glen Donham	Trustee
Laurel Guthrie	Trustee
Roger Guerrero	Trustee

This comprehensive, intensive, accelerated instruction program at Santa Anna ISD includes but is not limited to supplementary programs such as before school tutorials for students, and a thirty minute tutorial period for instruction in the afternoon for both junior high and high school students. STAAR scores, bench mark tests, interim assessments, RTI documentation, and classroom performance assessments are used to evaluate students on an individual basis to determine the necessity for additional tutorial and/or accelerated instruction classes. Apex, Study Island, DMAC, Extended Day, Extended Year, TxGuide, and Accelerated Instruction classes are other supplemental support programs/services that have been added to aid in improving student performance and reduce the risk of students dropping out of school. Total Amount of SCE Funds Allocated for School Resources and Staff **\$293,516.00**

# Santa Anna ISD

## Comprehensive Needs Assessment

### Demographics

#### Demographics Summary

Total enrollment for 2018-2019 was 264 students.

- There were 3% African American, 26.1% Hispanic, 65.5% White, 1.5% American Indian, and 3.8% Two or More Races.
- There were 100% Economically Disadvantaged.
- There were 0% English Language Learners.
- There were 41.7% At-Risk.
- There were 11 students with disabilities.
- Total staff for 2018-2019 was 28.6: 13.2% Hispanic, 83% White, and 3.8% Two or More Races.

### Student Achievement

#### Student Achievement Summary

STAAR achievement scores in all grades are as follows:

- All grades reported at Approaching Grade Level or Above for 2018 and 2019
  - All Subjects                               80%   73%
  - All Grades ELA/Reading               76%   74%
  - All Grades Mathematics               84%   78%
  - All Grades Writing                     74%   70%
  - All Grades Science                     90%   68%
  - All Grades Social Studies             67%   39%
- All grades reported at Meets Grade Level or Above for 2018 and 2019

- All Subjects                                   47%   36%
  - All Grades ELA/Reading                   43%   39%
  - All Grades Mathematics                   53%   36%
  - All Grades Writing                         29%   49%
  - All Grades Science                         56%   27%
  - All Grades Social Studies                 42%   13%
- All grades reported at Masters Grade Level or Above for 2018 and 2019
    - All Subjects                                   15%   10%
    - All Grades ELA/Reading                   14%   14%
    - All Grades Mathematics                   18%   9%
    - All Grades Writing                         0%   7%
    - All Grades Science                         16%   6%
    - All Grades Social Studies                 25%   0%
- TSI Criteria Graduates are 50% for Santa Anna ISD and 18.1% for the state.
  - Students completing a CTE Coherent Sequence of Courses was 100% for Santa Anna ISD and 58.4% for the state.
  - Students scoring at or above criterion on SAT/ACT are 33.3% for Santa Anna ISD and 37.9% for the state.

## School Culture and Climate

### School Culture and Climate Summary

- Surveys indicate that there is a positive climate amongst teachers on both campuses.
- Surveys indicate that the facilities are excellent.
- Cameras are present in all facilities and monitored frequently for the safety of students and staff.
- Entry points on campus have door bells and cameras for security.

### Areas of Concern

- Surveys indicate that school spirit could be increased.



- Surveys indicate that students are apathetic in academics.
- Surveys indicate that the gym facilities need to be upgraded.

## **Staff Quality, Recruitment and Retention**

### **Staff Quality, Recruitment and Retention Summary**

- Average years of experience of teachers is 11.8 years.
- Average years of experience with the district is 3.1 years.
- Instructional staff is 61.8%.

### **Areas of Concern**

- Surveys indicate there is a lack of communication between teachers and parents.
- Surveys indicate a lack of communication between campuses.
- Surveys indicate there is a need for professional development on accommodations and documentation.

## **Curriculum, Instruction and Assessment**

### **Curriculum, Instruction and Assessment Summary**

- Both campuses report using data to drive instruction.
- Both campuses report using DMAC, STAAR Results, TEKS Resources System and other classroom assessments to drive instruction.
- Surveys indicate students take advantage of dual credit opportunities.

### **Areas of Concern**

- Surveys indicates technology classes beginning at younger grade levels would be beneficial.
- Surveys indicate a desire to continue to grow the dual credit opportunities.
- Surveys indicate a desire to make sure all graduates have a plan after graduation.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

- Both campuses hold parent/meet the teacher nights.
- District committees involve parents and community members, not just Santa Anna staff.
- Surveys indicate there is community support of the school district.
- Surveys indicate that parents are supportive of athletics.
- Surveys indicate that the school is providing opportunities that are not available at home through ACE, dual credit and ag classes.

### **Areas of Concern**

- Surveys indicate that there is a mindset of poverty in our community.
- Surveys indicate that the school and business community could build more beneficial relationships.
- Surveys indicate there is a desire for more involvement from parents in academics and with the Booster Club.

## **School Context and Organization**

### **School Context and Organization Summary**

- Data is used district wide to drive instruction.
- Schedules on both campuses are carefully planned to include the needs of students, desires of staff, and time for planning.
- Professional development opportunities are planned and encouraged throughout the year.
- Both campuses provided opportunities for intervention, remediation, and tutorials for students who are not meeting expectations.

## **Technology**

### **Technology Summary**

- Santa Anna ISD has implemented one-to-one devices for grades 3-12.
- Secondary laptops have been upgraded.
- Cybersecurity has increased for Santa Anna ISD and is monitored daily.
- The technology department is continuing to provide training on new programs such as Schoology.

- Cameras are located and monitored throughout the district facilities.

#### **Areas of Concern**

- Surveys indicate there is still a need for staff training on technology programs and equipment.
- Surveys indicate a need for technology classes before students reach the Secondary campus.

# **Santa Anna ISD Comprehensive Needs Assessment Data Sources**

Interviews from students, staff, school board members, and community members

School Report Card 2018-2019

Disaggregated STAAR Data

Drop-out Rates

Federal Program Guidelines

Graduation Records

Mobility Rates

Special Programs Evaluations

Special Student Populations

Standardize Tests

Assessments						
Objective 1	5% gains in all categories					
		Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/Accountability
		Provide Fundamental 5 training and align walkthrough feedback to expectations	Superintendent, Campus Principals, Campus Leadership Team	August 5-14 Professional development and embedded PD in individual campuses throughout the 2020-21 school year	PD Budget if needed	Walkthrough data reviews, PD sign in sheets
		Ensure Rtl systems are in place on all campuses and are compliant with SB 1153	Superintendent, Campus Principals, Rtl Specialists	Beginning of the year parent notification letters sent out in first week of school. Rtl campus based meetings scheduled three times during the 2020-21 school year on each campus	T White's docs if needed	Rtl SB 1153 documentation folders/binders, Star 360 Growth reports, STAAR scores
		Implement PLC Data analysis to drive instruction	Supt, Campus Principals, Teachers	3 scheduled data digs with campus principals and their leadership teams with central office and regularly scheduled data analysis meetings on campuses via campus principal (embedded throughout the year).	DMAC, PLC Planning times on campus, PLC training	Data dig results, teacher created analysis of student assessments

		Utilize T-P ESS to set instructional goals for principals	Supt & Campus Principals	September 15, 2020 for start date & complete by Sept 29	DMAC	Completed docs on goal setting in DMAC
		Utilize T-TESS to set instructional goals for teachers	Campus Principals	August 5-14 Professional development (for new teachers) and embedded PD in individual campuses throughout the 2020-21 school year	T-Tess training videos and resources	Instructional goals documents shared with teachers
	<b>Objective 2</b>	<b>Student mastery will increase to 17%</b>				
		<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation/Accountability</b>
		Improve identification of students for the gifted and talented program and implement the program effectively	Supt, Gifted and Talented Coordinator, GT Committee	Prior to August 16, 2020 the GT committee will convene to review 2020-2021 GT testing plan	GT Training	Gifted and Talented student population increase. Students served K-12
		Increase enrollment in Dual Credit by 10% from 2019-20 to 2020-2021	Counselors, Campus Principals	August of 2020	Cisco Junior College	Student Enrollment in advanced coursework
	<b>Objective 3</b>	<b>Student and staff attendance will increase by 1%</b>				
		<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation/Accountability</b>
		Create Synchronous and Asynchronous learning options	Supt, Principals, Teachers	August of 2020	Microsoft Teams, Schoology	Students enrolled and served in distance learning
		Implement Attendance incentive programs	Supt, Campus Principals	Implementation August 2020	Budgeted item	Campus attendance records show increase in student and staff attendance
<b>Goal 2</b>	<b>Improve District Culture &amp; Climate</b>					

Objective 1		Include staff, parents, community members and students in decision making process				
	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/Accountability	
	Informal Meetings with all stakeholders	Supt	June of 2020	Academic Dean Contacts	Report to School Board	
	Implement DEIC, CIPs, leadership teams	Supt, Campus Principals, Committee Chairpersons	June 2021 for Completion of 2021-22 district and campus improvement plans, July 2021 to create leadership teams, March 2021 to create Improvement committees	DMAC	All Improvement Plans completed in June. Leadership team agendas from campuses	
	Conduct surveys of parents, students, and teachers to better assess needs	Principals	Begin survey development by January and implementation by February of 2020	Formality survey process	Survey data for each campus	
Objective 2		Enhance parent involvement in SAISD activities				
	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/Accountability	
	Create Parent Teacher Organizations on each campus and implement meeting schedules	Principals, Site Based Decision Committee	Open House 2020 to set up enrollment; monthly meetings through 2020-2021 school year	Parent Involvement funding	Parent sign-in sheets	
	Create a weekly newsletter	Supt, Campus Principals	Weekly beginning in August	S'more newsletter program	email and social media	

		Create a calendar of Parent Engagement Nights/Activities	Campus Principals, Communications Director	By August 2020 Open House, campus activities on calendar for parents	Athletics Calendar, District Calendar, Parent Involvement funding	Calendars online, parent sign-in sheets from activity nights
		Create and implement a superintendent's leadership team to develop student voice	Supt	Monthly throughout 2020-21 school year	STAAR data, leadership information	monthly meetings
		Each campus will hold an Open House/Registration at the beginning of the 2020-21 school year	Campus Principals	August of 2020	Registration Process	Sign-in sheets
	<b>Objective 3</b>	<b>Continue to put School Safety at the forefront of educational decisions</b>				
		<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation/Accountability</b>
		Each campus will conduct monthly Severe weather drills. Coordination between two campuses on calendar	Director of Safety, Principals, Assistant Principals	Each month during the 2020-21 school year	District Calendar	Documented drills for each campus
		Increase drug awareness and prevention	Supt, School Nurses, Campus Principals	Scheduled Fall events in Parent handout by August 2020	Local Police Department, Drug Dogs, Red Ribbon Week sources	District calendar with Drug Awareness events posted
		Investigate the scope of damage and potential repairs for the flooding of the old boiler room under the auditorium	Maintenance Director	Scheduled inspection by February 2021	Estimates	Scope of damage and repair costs analyzed
		Purchase a used route bus	Maintenance Director	Ordered by December 18, 2020	Bus sales lists, bus auctions	Bus on routes by January 2021



		All SIASD staff Will Participate in Title IX training	Superintendent, Principals, Directors	October 30, 2020	ESC 16	Signed documentation of video completion
		Create a 5 year facility plan for SAISD	Supt, Director of Facilities	Plan creation by March 2021, Implementation Completion expected August 2025	ESC 15	5 year plan presented to PISD School Board
	<b>Objective 4</b>	<b>Enhance relationships and communication with parents and community stakeholders</b>				
		<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation/Accountability</b>
		Enhance communication with community via Social media, school website, radio broadcast	Supt, social media specialists	Throughout 2020-21 school year	Facebook, AM Radio, Twitter, Stay Connected, District Website	Parent Surveys demonstrate an increase in positive statements surrounding communication
		Implement Positive Phone call/email program on campuses	Principals, Teachers	Beginning after the first week of school and continuing through May 2020	Excel	Call/email documentation
<b>Goal 3</b>	<b>Enhance the quality of staff through recruitment and retention.</b>					
	<b>Objective 1</b>	<b>Create a new teacher orientation plan</b>				
		<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation/Accountability</b>
		Create an August PD day for new teachers	Supt, Campus Principals, Technology Director	August 4th of 2020	T-TESS, DMAC, Gradebook	PD Sign-In Sheets
		Implement a monthly new teacher induction program	Supt, Campus Principals, First Year Teachers	Monthly throughout 2020-21 school year	Fundamental 5, Mentors	PD Sign-In Sheets

Objective 2 Support the growth of aspiring leaders						
	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/Accountability	
	Implement student and employee of the week program	Supt, Principals, Teachers, staff	August of 2020	certificates and potential t-shirts	newsletters	
	Offer optional PD to staff based on teacher interest	Supt, Principals, Staff	Begin Sept 1, 2020	Staff	Sign in sheets	
	Create and implement a Leadership Academy	Superintendent	Begin January 2021 and throughout 2021 school year	The Essential Guide to High Quality Curriculum and Instruction	Google Sheet Logs for Cohort Members	
Objective 3 Develop feedback mechanisms districtwide to ensure Staff voice is heard						
	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/Accountability	
	Create and implement a District survey	Supt, Technology Director	May 2021 and January 2021	Formality	Survey data viewable by Admin, Campuses, and Community	
	Implement campus leadership teams to enhance communication and encourage staff voice	Supt, Principals, Teachers, Parents, Community Members	Meetings as needed throughout the 2020-21 school year	PLC Strategies	Sign in sheets, Meeting minutes	
Goal 4	Enhance technology as teaching tools					
Objective 1	PD for staff					
	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/Accountability	

		Targeted, subject/grade appropriate PD will be offered to teachers to facilitate incorporation of Chromebook/technology use in the classroom	Supt, Technology Committee, Technology Support, Librarians	Throughout 2020-21 school year	Microsoft	PD Sign-in Sheets
	<b>Objective 2</b>	<b>Implement technology use in the classroom</b>				
		<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation/Accountability</b>
		Continue implementation of one-to-one laptop initiative	Principals, Teachers	Used daily throughout 2020-21 school year	Laptops	Walkthroughs checking for use, Benchmark and growth data
		Continue a Technology committee to develop 3 year plans and PD.	Technology Director, Technology Coach,	Quarterly Technology Committee meetings?	Microsoft	Committee meeting minutes, PD sign-in sheets
		Continue training in Zoom meeting set-up	Technology Director	August of 2020 and continuing through the school year	Zoom	Synchronous instruction
		Train teachers in Flip Grid application	Supt, Principals, Counselors	Sep-20	Flip Grid	Lesson Plans include Flip Grid activities
		Train district staff in Cyber-security, etiquette, and online safety	Technology Director	August 5-14 PD, then continuing throughout the 2020-21 seasons	Online Awareness Programs	PD sign in sheets
<b>Goal 5</b>	<b>Become Globally competitive beyond the school house</b>					
	<b>Objective 1</b>	<b>Ensure students will be successful citizens</b>				
		<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation/Accountability</b>

		Develop a "Student Graduate Profile"	Supt, DEIC Committee, Academic Dean	Create Profile document by 5/31/2021	Dr. Nelson Coulter	Completed Graduate Profile
		Create a Priority for Service (PFS) Action Plan for Migrant Students	Academic Dean	Sep-20	TEA, ESC 15	Completed Action Plan
		Increase CTE certifications at Santa Anna High School via AWSD9.1	Supt, High School Principal, High School Counselor, Ag Teacher	Enrollment in course by August 2020, Certification tests in Spring of 2021	Welding Program, Rich DePew - certified welding and testing agent	Completed CTE Certifications
		Implement a College and Career Fair for each campus to attend	Supt, Campus Counselor, Principals	Fairs provided beginning January 2021 and complete by May 2021	Local colleges and Community Role Models	Volunteer and guest rosters, District Calendar
		Schedule School sponsored visits to local colleges for secondary students	Supt, Campus Counselor	Visits allowed by January 2021 and complete by May 2021	Cisco Junior College, additional college sites	Completed trips with attendee rosters
	Objective 2	By the end of the 2020-21 school year, the percentage of graduates who meet at least one College, Career, and Military Readiness criteria will meet 100 %				
		Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/Accountability
		Create a TSI testing timeline to target students that have successfully completed STAAR testing in Algebra and/or English EOC tests.	Supt, High School Principal, Counselors	Timeline developed by October 1, 2020	Cisco Junior College, potential funding of tests	Timeline in place with lists of students eligible to take TSI tests
		All Juniors (11th grade) CCMR records are reviewed before the end of the school year	Counselors, High School Principals	By May 2021	CCMR TEA Information docs	Seniors enrolled in appropriate courses for 2020-2021

		All 4 year Graduation Plans conducted in 8th grade will include a CCMR pathway component	Counselor, High School Principal	Complete by 2/1/2021	CCMR TEA Information docs	Completed 4 year grad plans with CCMR components
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