

Santa Anna ISD
District Improvement Plan
2022-2023



July 18, 2022

*Este plan de mejoramiento del campus está disponible en español a pedido.
Por favor, póngase en contacto con la oficina de la escuela.*

Planning and Distribution Procedures

CNA and DIP Process:

Santa Anna ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and District/Campus Improvement plan.

- Date: 5/25/2022, 6/23/2022, and 7/11/2022
- Stakeholders: Sign-in sheet(s) for CNA and DIP development may be found in Appendix {A}.
- Data Gathering: The data sources and areas examined are included in the CNA Summary located in Appendix {B}.
- Meetings: Members on the decision-making committee are selected from targeted roles required for the committee. Meeting are scheduled during summer hours to allow greater attendance.
- Needs Assessment: After meetings with decision-makers, the needs assessment is summarized and documented within the District/Campus plan (See Appendix {C}). After state assessment scores are made available, the needs assessment is further refined to include this data.
- District Plan: The DIP is developed based upon the strengths and weaknesses identified in the needs assessment. In the spring, a draft DIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the DIP is refined accordingly.

Planning and Distribution Procedures, cont.

Distribution: *(provide a brief description of how LEA makes the following documents available to parents and public).*

- District Improvement Plan: The DIP is posted on the website in both English and Spanish at the following URLs <https://www.santaannaisd.net/userfiles/58/my%20files/dist.%20imp.%20plan.pdf?id=6479> Hard copies are also available at the administration office
- District/Campus Parent and Family Engagement Policy: The PFE policy is posted in both English and Spanish on the website at the following URLs <https://www.santaannaisd.net/Content2/150> Hard copies are also available in the administration office
- School-Parent Compact: The campus School-Parent compact is posted at the following URL <https://www.santaannaisd.net/Content2/150> Hard copies are available at the administration office. Elementary campuses: the compact will be discussed during parent-teacher conferences (minimum of one per year).
- Translations: These documents are provided in English and Spanish. Should another language be needed, please contact the administration office for assistance.

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

Santa Anna Independent School District, in collaboration with the community, will serve, lead, inspire, and challenge ALL learners.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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DISTRICT ESSA REQUIREMENTS

Equity Plan [ESSA Sec. 1112(b)(2)]:

School Support & Improvement [Sec. 1112(b)(3)]:

Elementary campus completed a Targeted Improvement Plan and implemented action steps to improve to exit the school support program.

Poverty Criteria [Sec. 1112(b)(4)]:

Santa Anna ISD determines Title I eligibility and rank/serve order through Number of children eligible for free and reduced-price lunches. using data from 2021-2022 school year.

Schoolwide Programs [Sec. 1112(b)(5)]:

ACE Program, Data Analysis tools, targeted intervention and enrichment programs, and additional support programs.

Targeted Participants [Sec. 1112(b)(6)]:

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
 - Annual Title I meeting
 - Flexible number of meetings
 - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
 - Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
 - Describe school's responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning
 - Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
 - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
 - Provide materials and training to help parents work with children to improve achievement
 - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
 - Coordinate/integrate parent involvement programs, as feasible
 - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
 - Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
 - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year 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
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
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, or foster group home
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 (Definitions), Penal Code.

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: *24.5 FTEs*

The process we use to identify students at-risk is: At-risk students are identified by a committee. The committee consist of the campus principal, dean of students, school counselor, teacher, and secretary. The committee uses the state eligibility criteria for identifying students at risk of dropping out of school as listed in TEC, §29.081(d). If students meet the criteria, they are identified as at-risk.

The process we use to exit students from the SCE program who no longer qualify is: At-risk students are exited from the SCE program by a committee. The committee consist of the campus principal, dean of students, school counselor, teacher, and secretary. The committee uses the state eligibility criteria for identifying students at risk of dropping out of school as listed in TEC, §29.081(d). When students are no longer eligible, the committee will exit the student from the SCE program.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Students At-Risk	77%	53%		67%	54%		62%	*		83%	85%		56%	64%	
Students Not At-Risk	100%	78%		100%	86%		100%	92%		100%	88%		75%	77%	

	Drop Out Data		Completion Data	
	2019-2020	2020-2021	2019-2020	2020-2021
Students At-Risk	0%	0%	66.7%	
Students Not At-Risk	0%	0%	100%	

The comprehensive, intensive, accelerated instruction program at this district/campus...consists of after school tutorials for students at-risk, additional paraprofessionals to support student learning, and the purchase and implementation of the Leader In Me program to reduce the risk for student dropping out of school.

Upon evaluation of the effectiveness of this program the committee finds that the STAAR results and success on SAISD Board goals, students are demonstrating increased academic success.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal	
Program/Funding Source	Amount of Funding
ESSER III	1,212,603 (3 years)
ESSER II	539,754 (2 years)
Title I/II	160,295
State	
Program/Funding Source	Amount of Funding
Foundation	2,198,929
Per Capita	99,551
Local	
Program/Funding Source	Amount of Funding
Beadel Grant	5,000
Coleman County Foundation	5,000

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 1: By May, 2023, 80% of all students and each student group, including Special Education students tested, will meet established standards on the state assessment.

Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Provide tutorial times for students who are at risk of failure in core subject areas	2,4	Core subject teachers Principal	Every 3 weeks	Local, ACE	Tutorial attendance records	Improved six weeks grades Reduced failure rate
Create an accountability matrix to ensure technology TEKS are in place	3	Core subject teachers Principal Technology Director	By October 31, 2022	State	Lesson plans, technology check-sheets	Student success as evidenced by walkthrough documentation
Throughout the 2022-23 school year, each elementary grade will visit a designated field trip destination in Santa Anna or Coleman	4	Elementary Principal Elementary Teachers	Plan in place by September 30, 2022	State, ESSER	Field trip logs	Community engagement by SAISD elementary students
Investigate a "Adopt a Mountaineer" program to ensure support for graduation	2,4	Principals, counselor, Superintendent	By May 20, 2023	State	Program announcement	Prepared for implementation in 2023-24
Add more CTE course choices for students	3	Principals, Academic Dean Superintendent	Fall 2022	State	Students enrolled in new CTE courses	More certification opportunities for students
Use tutorial time to access online ACT/SAT support	3	Academic Dean Principal Counselor	October 2022	State	Student log-in records	Higher ACT/SAT scores
Add art or technology time at the elementary campus	4	Principal, Academic Dean, Superintendent	August 2022	State	Art or technology in schedule	Academic scores increase

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Objective 1: By May, 2023, 80% of all students and each student group, including Special Education students tested, will meet established standards on the state assessment.

Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Implement two new courses for SAISD students (technology, art, music, robotics, or home economics)	3	Principals, Academic Dean, Superintendent	August 2023	State	Two new courses have enrolled students	More choice in coursework

Goal 2: *In Santa Anna ISD 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.*

Objective 1: *100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. Santa Anna ISD will recruit and retain effective teachers.*

Summative Evaluation: *100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Provide a yearly stipend of \$500 to teachers, paraprofessionals, and other employees who are hired and/or retained in the district from the previous year	1	Principal, Business Office, Superintendent.	December, 2022	ESSER III	Bank records	100% core academic classes taught by certified teachers; 100% paraprofessionals meet ESSA requirements
Collect student data, including student growth measurements, pre/post tests, and teacher observation data to determine qualifying teachers for the Teacher Incentive Allotment plan.	1	Principal, Superintendent	Throughout the year	DMAC	Excel data on pre/post scores, teacher observation scores	Retention of quality teachers
Analyze state CTE certification list for opportunities to use our District of Innovation label to bring in potential tech certification programs	3	Secondary Principal, Academic Dean, Superintendent	August 2022	DOI	Hired CTE teacher	Opportunity for more certifications for students
Develop and implement staff surveys to target areas for cultural improvement	1	Principals, Academic Dean, Counselor, Superintendent	March 2023	State	Surveys sent, returned, and data compiled	Targeted areas for cultural growth.

Goal 3: All students in Santa Anna ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May, 2023 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 50% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use.	1, 4	Principal, Counselor	First grading period Monitor: end of each grading period	ESSER	Agenda Lesson Plans Campus Calendar	Reduction in PEIMS and discipline referrals
Collaborate between maintenance and technology to map a plan of fiber pathways between buildings, then install fiberoptic cables between buildings to enhance connectivity.	3	Technology Director Maintenance Director	Plans by May 2023 & fiberoptics by September 2023	Technology	Plans created, fiber optic in place	More reliable cameras, internet
Investigate the process for becoming a guardian school or hiring a full-time security guard		Principals Superintendent	By December 31, 2022	Grants	Either Guardian policies are in place or a timeline to hire a security guard is in place	Safer schools
Review Safety procedures during August Professional Development (PD)		Principals Superintendent Law Enforcement	August 2022	Safety Documents	PD Sign-in sheets	Faster emergency response time and more effective responses to safety issues
Safety training for Behavioral threat response team				ESC 15	Sign-in sheets	Team prepared for decision-making in the event of an emergency
Drain water from under the auditorium, assess repairs needed, and install a pump system to keep the water out of the old boiler room area		Maintenance Director	May 2023	State	Installed pump	Safer building foundation

Goal 3: All students in Santa Anna ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May, 2023 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 50% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Investigate and potentially complete small tennis court repairs		Maintenance director, Athletic Director, Superintendent	By August 2023	State	Resurfaced tennis courts	Court without cracks and damage
Improve WiFi capacity to the gyms		Technology Director, Maintenance Director, Superintendent	By November 2022	State	Wifi in gyms	Use for tutorials and academic activities
Training for staff in identifying students in crisis	4	Counselor, Academic Dean, Principals, & Superintendent	August 2022 and continuing	ESSER	Sign-in Sheets	Safer schools and less suicide attempts
Create a reporting procedure for students to share safety concerns about other students		Counselor, Academic Dean, Principals, Technology Director	By October 2022	State	Presentation to students	Safer Schools
Inspect track equipment and upgrade areas that need repair		Athletic Director, Maintenance Director	February 2023	State	Inspection report	Safe equipment

Goal 4: All students in Santa Anna ISD will graduate from high school

Objective 1: By May 2023, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 100%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 100%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout	2, 3, 4	Principal, Designated teachers	End of each semester	State	Attendance records for program	Successful completion of course work to recover credits
Create mentor program for adult mentors to assist SAISD students	2,4	Principal, Counselor, Superintendent	January 2023	State	Students supported by mentors	Successful students
High School students volunteer to read and mentor lower elementary students	2,4	Principals, Counselor	November 2022	State	Student mentor meeting records	Stronger student-School relationships
Develop and implement staff character training (including 7 effective habits) to enhance campus culture	4	Principals, Counselor, Superintendent	September 2022	Title I	Character lessons in classrooms	Stronger student-school relationships
Utilize career and personality surveys/assessments to provide information to students about their choices	3	Academic Dean, Counselor, Teachers	September 2022	State	Implementation of surveys/assessments	Students utilize results
Expand career fair to include professors from colleges and technology specialists	3	Academic Dean, Counselor	December 2022	ESSER	Career fair volunteer list	Student better understand college opportunities in the area

Goal 5: *Parents and Community will be partners in the education of students in Santa Anna ISD.*

Objective 1: *By May 2023, at least 80% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

Summative Evaluation: *School records indicate that at least 80% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	2, 4	Principal	Within 10 days of receipt of reports	State	Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
Investigate advertising opportunities to promote SAISD's dual credit program.	2, 4	Counselor, Principal Superintendent	Plan ready by May 2023	State	Website; Advertisements	Documentation of usage
Build relationships with community businesses to support internships or employment	3	Academic Dean, Counselor, Principals	Placements by April 2023	State	Students in Job/Internship	Community unity
Create a parent involvement calendar for SAISD parent opportunities	4	Principals, Academic Dean, Counselor, Superintendent, ACE	Calendar shared by September 1, 2022	ESSER	Published calendar	Increased parent involvement
Create and implement a Parent University program	4	Superintendent Principals	Program announcement by September 1, 2022	ESSER	Published program	Increased parent involvement
Increase communication on extracurricular and athletic events, including start times and locations		Athletic Director, Coaches, Event Coordinators, Web minister, Principals, and Social Media Coordinators	August 2022 and beyond		Informative Posts and updated webpage	Better Communication with community

Appendix {A}

<CNA Summary >

Demographics

Demographics Summary

Total enrollment for 2020-21 was 264 students.

- There were 3.8% African American, 26.5% Hispanic, 64.4% White, 0.8% American Indian, and 4.5% Two or More Races.
- There were 97% Economically Disadvantaged.
- There were 0% English Language Learners.
- There were 41.7% At-Risk.
- There were 27 students with disabilities.
- Total staff for 2020-21 was 28.5: 23.5% Hispanic, 72.5% White, and 3.9% African American.

Student Achievement

Student Achievement Summary

Key:

Less than 50% of Goal Target	Close to Goal Target	Met or Exceeded Goal Target
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STAAR achievement scores (draft) in all grades are as follows:

Content	Last year	Approaches STAAR	Meets Last year	STAAR	Masters Last year	STAAR
Target	80%		45%		25%	
3 rd Math	61%	82%	22%	27%	6%	19%
3 rd Reading	72%	91%	22%	63%	11%	36%
4 th Math	47%	70%	7%	45%	0%	10%
4 th Reading	40%	85%	13%	50%	0%	20%
5 th Math	67%	67%	27%	26%	0%	13%

5 th Reading	53%	73%	20%	40%	13%	13%
5 th Science	40%	53%	0%	26%	0%	13%
6 th Math	60%	76%	20%	18%	0%	6%
6 th Reading	73%	71%	33%	41%	14%	29%
7 th Math	73%	77%	20%	8%	0%	0%
7 th Reading	88%	85%	50%	61%	19%	38%
8 th Math	52%	75%	28%	35%	0%	0%
8 th Reading	67%	86%	25%	76%	4%	52%
8 th SS	56%	65%	36%	10%	12%	10%
8 th Science	76%	90%	32%	70%	8%	25%
Algebra	88%	81%	48%	56%	24%	26%
Biology	97%	90%	70%	62%	17%	0%
US Hist	92%	96%	58%	88%	38%	38%
Eng I	75%	51%	54%	41%	4%	0%
Eng II	80%	75%	72%	58%	16%	4%

Comparing 2021 to 2022:

Approaches – target is 80%

Content	Last year (2021)	This Year (2022)
Target	80%	80%
3 rd Math	61%	82%
3 rd Reading	72%	91%
4 th Math	47%	70%
4 th Reading	40%	85%
5 th Math	67%	67%
5 th Reading	53%	73%
5 th Science	40%	53%
6 th Math	60%	76%
6 th Reading	73%	71%
7 th Math	73%	77%

7 th Reading	88%	85%
8 th Math	52%	75%
8 th Reading	67%	86%
8 th SS	56%	65%
8 th Science	76%	90%
Algebra	88%	81%
Biology	97%	90%
US Hist	92%	96%
Eng I	75%	51%
Eng II	80%	75%

Meets – target is 45%

Content	Last year (2021)	This Year (2022)
Target	45%	45%
3 rd Math	22%	27%
3 rd Reading	22%	63%
4 th Math	7%	45%
4 th Reading	13%	50%
5 th Math	27%	26%
5 th Reading	20%	40%
5 th Science	0%	26%
6 th Math	20%	18%
6 th Reading	33%	41%
7 th Math	20%	8%
7 th Reading	50%	61%
8 th Math	28%	35%
8 th Reading	25%	76%
8 th SS	36%	10%
8 th Science	32%	70%
Algebra	48%	56%
Biology	70%	62%
US Hist	58%	88%
Eng I	54%	41%
Eng II	72%	58%

Masters – Target is 25%

Content	Last year (2021)	This Year (2022)
Target	25%	25%
3 rd Math	6%	19%
3 rd Reading	11%	36%
4 th Math	0%	10%
4 th Reading	0%	20%
5 th Math	0%	13%
5 th Reading	13%	13%
5 th Science	0%	13%
6 th Math	0%	6%
6 th Reading	14%	29%
7 th Math	0%	0%
7 th Reading	19%	38%
8 th Math	0%	0%
8 th Reading	4%	52%
8 th SS	12%	10%
8 th Science	8%	25%
Algebra	24%	26%
Biology	17%	0%
US Hist	38%	38%
Eng I	4%	0%
Eng II	16%	4%

School Culture and Climate

School Culture and Climate Summary

- Cameras are present in all facilities and monitored frequently for the safety of students and staff.
- Entry points on campus have doorbells 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 8.9 years.
- Average years of experience with the district is 3.1 years.
- Professional staff is 57.9%.

Areas of Concern

- Need for improvement in communication between teachers and parents.
- Lack of communication between campuses.
- Teacher recruitment is challenging with the current teacher shortage.

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

- Technology classes beginning at younger grade levels would be beneficial.
- Desire to continue to grow the dual credit opportunities.
- 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.
- **Areas of Concern**
- There is a mindset of poverty in our community.
- School and business community could build more beneficial relationships.

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

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

Page Break

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

Appendix {B}

District/Campus Improvement Planning and Decision Making Committee

Name	Role (Parent, Business, Community, Teacher, etc.)	Signature
Todd White	Superintendent	
Edward Morales	Principal	
Glenda Vasquez	Teacher/Staff	
Nathan Hindman	Teacher/Staff	
Jose Luna	Teacher/Staff	
Ken Craig	Teacher/Staff	
Laurel Guthrie	Parent	
Sandra Ferrara	Parent	
David McLean	Community Member	
Calvin Brown	Community Member	
Steve Lara	Business Representative	
Kelly Cope	Business Representative	

Note: Ensure that **at least 2 of each **plural** stakeholder group are meaningfully engaged in the process (see [stakeholder checklist](#)).*

Appendix {C}

< Santa Anna District PFE Policy >

T Parent & Family Engagement Policy

2022-2023

Santa Anna High School Mission Statement

Santa Anna High School, in collaboration with the community, will serve, lead, inspire, and challenge ALL learners.

Santa Anna High School will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA (Every Student Succeeds Act) Section 1116. These programs, activities, and procedures will be planned and implemented with meaningful consultation of parents of participating children.

Santa Anna HS will engage parents and families to gather meaningful feedback through parent surveys and events, such as parent academies, and parent meetings held on individual campuses. Additionally, parents are encouraged to attend Campus Improvement Committee (CIC) meetings held monthly, August through May of every school year.

Santa Anna HS receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, Santa Anna ISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

- The policy shall be incorporated into the local educational agency's plan developed under ESSA Section 1112, which is the Santa Anna HS Campus Improvement Plan.
- The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.
- The policy is typically reviewed and revised at the end of the school year as part of the district needs assessment.

Joint Development of the Parent & Family Engagement Policy

Santa Anna HS shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) (Campus Improvement Plan), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; Section 1116 (c)(3)

Santa Anna ISD will involve parents and family members in jointly developing the PFE Policy and Campus Improvement Plan. The process for developing the Campus Improvement Plan begins with a comprehensive needs assessment meeting held in May of every school year. Parents are encouraged to attend the district needs assessment meeting as well as DWIC meetings throughout the school year. The Campus Improvement Plan is also posted on the SAISD website and parents are welcome to contact the district with questions, input, and feedback. If the schoolwide program plan (Campus Improvement Plan, CIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)

Feedback from parent surveys is also incorporated in the PFE Policy and Campus Improvement Plan review and revision process.

Involving Parent in School and District Activities

SAISD schools will provide a variety of opportunities to be involved in school activities, including:

- Campus volunteer activities and programs
- Academic Nights
- Field Trips
- Campus Improvement Committees
- District Improvement Committees
- Parent & Family Events

Santa Anna HS shall provide parents of participating children—

- timely information about programs under this part;
- a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
- if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; Section 1116 (c)(4)

Distribution of Policy

The Santa Anna High School parent and Family Engagement Policy is distributed through the registration packet, the Student Handbook, and posted on the district website.

Coordination, Technical Assistance, and Support to Build Capacity at School

Santa Anna HS will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent and family involvement activities.

All Santa Anna Campuses receive Title I funds specifically set aside to implement parent and family engagement activities.

Santa Anna HS will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other Federal, State, and local laws and programs. This includes public preschool programs, and other activities, such as parent resource centers, which encourage and support parents in more fully participating in the education of their children.

Building Capacity for Partnerships:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve students' academic achievement, Santa Anna HS will:

1. Help parents and families in understanding state and local academic standards, state and local academic assessments, how to monitor student progress, and how to work with educators to improve the academic achievement of their children. We will host Parent Academic Nights to cover these topics and at the Annual Title I meeting, held in early September, and throughout the school year through parent conferences and parent involvement activities. [ESSA Section 116 (e)(1)]
2. Provide materials and training to help parents work with their children to improve student achievement, such as literacy and technology [ESSA Section 116 (e)(2)]. We will host Parent Academic Nights, use parent conferences, phone calls, and emails.
3. Educate campus educators in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. [ESSA Section 116 (e)(3)]. In order to accomplish this, we sent out emails and make six-week phone calls home.

4. Coordinate and integrate, whenever possible, programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities such as parent resource areas. [ESSA Section 116 (e)(4)]. We host quarterly Academic Nights to increase and engage parent and family involvement.
5. Ensure that information related to school and parent/family programs, meetings, and other activities to send to parents/families in a format, and to the extent practicable, in a language parents can understand. In Santa Anna, all parent correspondence and the district and campus improvement plans are translated into Spanish. Additionally, the district and campus websites have translation capabilities. [ESSA Section 116 (e)(5)]
6. Provide additional support for parental involvement activities that parents may request. [ESSA Section 116 (e)(14)]. We invite and encourage parent conferences and practice an open-door policy for parents to come at any time.
7. Arrange school meetings at various times or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend conferences at school to maximize parental involvement and participation. [ESSA Section 116 (e)(10)]. Along with the Zooms.
8. Maintain a district-wide parent advisory council to provide advice on all matters related to parental involvement. [ESSA Section 116 (e)(12)]

Annual Meeting & Evaluation

Santa Anna HS shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; Section 1116 (c)(1). Our annual meeting will be held in September in our school library. We will host one at 4:00 pm and another at 6:30 pm to allow parents to choose the time that works best for them.

Santa Anna HS will conduct an annual evaluation, with meaningful involvement of parents and family members, of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools. The evaluation will include identifying barriers to greater participation by parents and the needs of parents and family members to assist with the learning of their children. Including engaging with school personnel and teachers, and strategies to support successful school and family interactions.

The annual evaluation will identify barriers to greater participation by parents/families, as well as to identify the needs of parents/families to assist with the learning of their children, and to identify strategies to support successful school and family interactions.

The high school evaluation will be conducted through the CIP process and parent surveys in the spring of every school year.

The findings of the annual evaluation will be used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policies.

School-Home Compacts

Our campus will jointly develop with parents a school-home compact that outlines how parents, the entire school staff, and students will share the responsibility for improved students' academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards.

Appendix {D}

< Insert Migrant Priority for Service Action Plan (PFS) >

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none">• Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none">• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u>• For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Santa Anna ISD
Region: 15

Priority for Service (PFS) Action Plan

School Year: 2022 - 2023

Filled Out By: Todd White
Date: 07-11-2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<u>Goal(s):</u> To focus on the unmet needs of migrant children who have been identified for “Priority for Services” (PFS) by providing them with supplemental instructional and support services.	<u>Objective(s):</u> 100% of PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form. 100% of PFS students will have a PFS Student Review Form completed with academic information to determine On-Time graduation.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	July1-August 30	NGS Data District Migrant Contact	Monthly PFS Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July1-August 30	District Migrant Contact	Signed PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	July1-August 30	District Migrant Contact	PFS Action Plan Sign In Sheets/Emails/Monthly PFS Reports/Online platforms
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	July1-August 30	District Migrant Contact	Sign-In Sheets/Zoom chat/Emails/phone logs/
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	July1-August 30	District Migrant Contact	PFS Parent Form
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			

<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	July1-August 30	District Migrant Contact	PFS Reports Emails/ District Contact log
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	July1-August 30	District Migrant Contact	Emails Documentation Community Resource List/Supplemental/Instruc tional Distribution Forms
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	July1-August 30	District Migrant Contact	Student Participation List, Invoices, Sign In logs
Additional Activities			
<ul style="list-style-type: none"> ▪ Provide parents with community resources and services. 	July 1-August 30	District Migrant Contact	Community Resource list Agency Information

LEA Signature

Date Completed

ESC Signature

Date Received