

# **San Antonio Independent School District**

**2015 - 2016**

## **District Improvement Plan**



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**2015 - 2016**

**District Improvement Plan**



## **Background**

The SAISD District Improvement Plan (DIP) is prepared in accordance with the requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in SAISD policies BQ (Legal) and BQA (Legal). The statute requires each school district to 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. The purpose of the DIP is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence. The DIP is required to include the following components:

- Comprehensive needs assessment
- Measurable district performance objectives
- Federal school improvement plan requirements
- Description of resources needed to implement identified strategies
- Description of staff responsible for accomplishing each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

The DIP is the product of a collaborative effort between all Administrative departments. It is designed to guide District and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators. This document serves as the District plan for all major district functions to include, but are not limited to finance, organization operations, and constituent services. It is the intent that each Campus Improvement Plan be aligned directly with the goals and objectives detailed in the District's plan.

# San Antonio Independent School District Mission, Core Values and Priorities

**SAISD Mission** is to transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

The District has adopted seven **Core Values** that exemplify the five fundamental beliefs in action. In order to achieve our goals and attain our commitments we expect the following values to guide the behavior of all employees: District personnel behavior should be **Student Centered**, reflect **High Expectations**, show **Commitment**, exude **Passion**, embody **Integrity**, demonstrate **Respect**, and employ **Teamwork**.

**District priorities** that will help to achieve our mission are:

- SAISD will engage all students in character development. All students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate the successful implementation of the Bond initiative.

## SAISD MEMBERSHIP AND DEMOGRAPHICS

SAISD ranks third in student population among the 15 school districts that are entirely or primarily within Bexar County. SAISD is the 17th largest of the 1,241 school districts in Texas. The District encompasses 79 square miles and has a total population of 305,223 (2010 U.S. Census). Most of the District is within the city limits of San Antonio, but also serves parts of the cities of Olmos Park and Balcones Heights and a small unincorporated area of east Bexar County.

### 2014-15 Membership Comparisons of the 17 largest districts in Texas

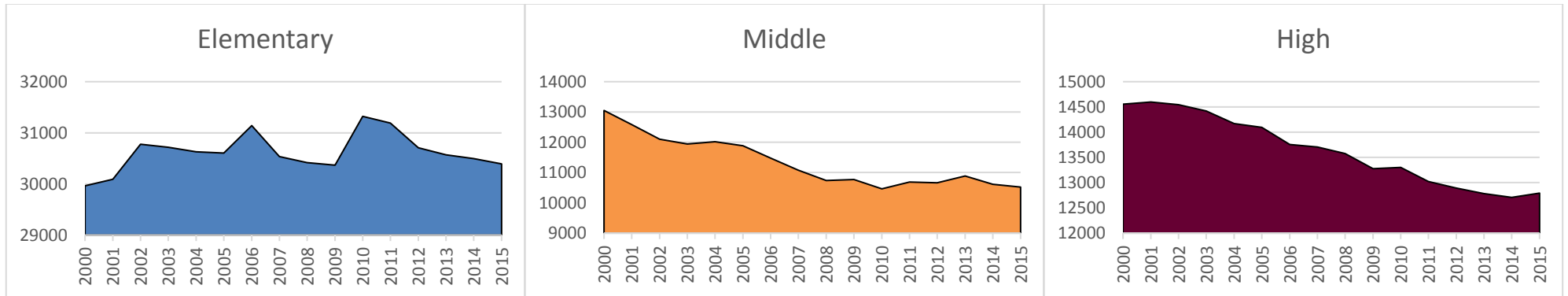
District Ranking	District	Membership	Total Schools
1	Houston ISD	214,462	283
2	Dallas ISD	160,148	239
3	Cypress-Fairbanks ISD	112,691	83
4	Northside ISD	102,950	114
5	Fort Worth ISD	85,695	142
6	Austin ISD	84,191	129
7	Fort Bend ISD	71,681	81
8	Katy ISD	70,126	60
9	Aldine ISD	69,553	76
10	North East ISD	67,757	75
11	Arlington ISD	63,814	78
12	El Paso ISD	60,556	93
13	Garland ISD	57,323	73
14	Conroe ISD	56,164	56
15	Pasadena ISD	55,395	61
16	Plano ISD	54,398	74
17	San Antonio ISD	53,701	99

In 2014-15 SAISD's student membership was 53,701 in a total of 99 schools: 8 Regular High Schools, 14 Regular Middle Schools (5 of which are In-District Charters), 54 Elementary Schools (Grades PK-5, 5 are In-District Charters), 5 Academies (Grades PK or KG-8), 10 Non-Traditional/Satellite Campuses, 2 Early College High School (Grades 9-12), 1 All Girls-Academy (Grades 6-12), and 5 Early Childhood Education Centers. The 2014-15 school year had a small decrease in membership from the 2013-14 school year, less than 1%.

### PEIMS Membership: 2000-2015

Grade	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>EE</b>	112	123	118	97	13	14	19	24	37	16	26	29	31	30	20	30
<b>HS-PK</b>	0	0	0	0	0	0	0	0	0	0	1,686	1,926	2,556	2,370	2,028	2,079
<b>PK</b>	2163	2751	3,783	3,909	4,112	4,130	4,341	3,977	4,068	4,095	3,382	3,148	2,294	2,577	2,979	2,944
<b>KG</b>	4651	4455	4,424	4,465	4,478	4,753	4,744	4,524	4,493	4,485	4,416	4,396	4,374	4,463	4,403	4,233
<b>1</b>	4946	4837	4,673	4,699	4,750	4,690	4,984	4,997	4,805	4,799	4,682	4,667	4,594	4,448	4,579	4,613
<b>2</b>	4744	4667	4,585	4,425	4,407	4,425	4,487	4,693	4,615	4,490	4,470	4,456	4,428	4,450	4,219	4,408
<b>3</b>	4518	4569	4,543	4,507	4,358	4,207	4,351	4,239	4,454	4,360	4,410	4,355	4,290	4,230	4,267	4,115
<b>4</b>	4481	4348	4,423	4,369	4,299	4,245	4,040	4,116	4,002	4,231	4,170	4,251	4,154	4,132	4,008	4,058
<b>5</b>	4346	4340	4,228	4,248	4,210	4,140	4,176	3,966	3,944	3,889	4,080	3,963	3,986	3,868	3,992	3,914
<b>6</b>	4210	4102	4,071	4,001	4,022	3,981	3,708	3,703	3,585	3,574	3,443	3,690	3,619	3,690	3,403	3,453
<b>7</b>	4545	4174	4,006	4,030	3,956	4,028	3,872	3,631	3,644	3,569	3,531	3,439	3,652	3,577	3,678	3,355
<b>8</b>	4294	4310	4,023	3,908	4,037	3,873	3,892	3,746	3,504	3,626	3,488	3,553	3,391	3,621	3,527	3,708
<b>9</b>	5067	4969	4,845	4,617	4,660	4,819	4,703	4,664	4,452	4,131	4,047	4,050	3,884	3,819	3,908	3,953
<b>10</b>	3635	3700	3,637	3,697	3,490	3,368	3,673	3,643	3,737	3,628	3,665	3,411	3,457	3,384	3,241	3,388
<b>11</b>	3037	3224	3,204	3,254	3,153	2,981	2,668	2,927	2,871	3,048	2,878	3,063	2,990	2,985	2,825	2,805
<b>12</b>	2813	2704	2,858	2,850	2,867	2,926	2,713	2,472	2,515	2,469	2,712	2,497	2,560	2,592	2,734	2,645
<b>Elementary</b>	29,961	30,090	30,777	30,719	30,627	30,604	31,142	30,536	30,418	30,365	31,322	31,191	30,707	30,568	30,495	30,394
<b>Middle</b>	13,049	12,586	12,100	11,939	12,015	11,882	11,472	11,080	10,733	10,769	10,462	10,682	10,662	10,888	10,608	10,516
<b>High</b>	14,552	14,597	14,544	14,418	14,170	14,094	13,757	13,706	13,575	13,276	13,302	13,021	12,891	12,780	12,708	12,791
<b>Total</b>	57,565	57,273	57,421	57,076	56,812	56,580	56,371	55,322	54,726	54,410	55,086	54,894	54,260	54,236	53,811	53,701

\*Note: Source data: AEIS 2000-2012, TAPR 2014-2015





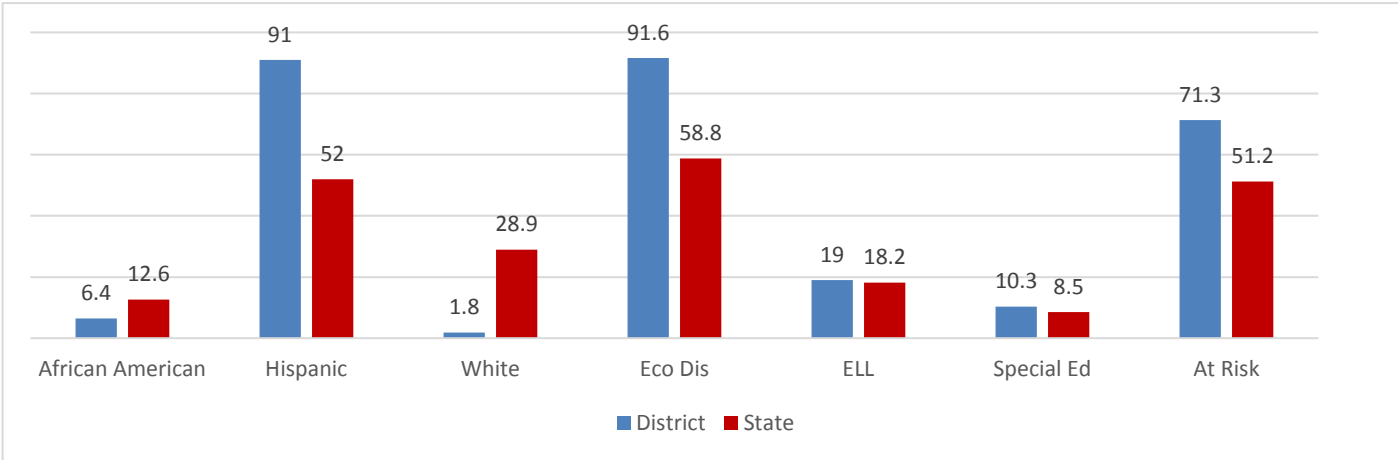
A new system of identification for Race and Ethnicity was introduced in 2010-11 which allowed students to identify as more than one Race or Ethnicity. Students who identify as Hispanic/Latino and another Race are counted solely as Hispanic. The percentage of the Hispanic population has increased between 2009-10 and 2014-15 while the African American and White populations have decreased.

**SAISD Ethnicity Breakdown: 2010-2015**

Ethnicity	2010		2011		2012		2013		2014		2015	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	4,103	7.4%	4,103	7.4%	3,501	6.4%	3,492	6.4%	3,399	6.3%	3,437	6.4%
Hispanic	49,293	89.5%	49,293	89.5%	48,851	90.8%	49,268	90.8%	49,407	91.1%	48,866	91.0%
White	1,472	2.7%	1,472	2.7%	1,187	2.2%	1,143	2.1%	1,072	2.0%	973	1.8%
Native American	89	0.2%	89	0.2%	65	0.1%	56	0.1%	50	0.1%	46	0.1%
Asian	129	0.2%	129	0.2%	84	0.2%	95	0.2%	97	0.2%	133	0.2%
Pacific Islander	n/a	n/a	n/a	n/a	15	0.0%	16	0.0%	24	0.0%	21	0.0%
Two or More Races	n/a	n/a	n/a	n/a	191	0.3%	190	0.4%	187	0.3%	225	0.4%

Comparing 2014-15 District data to 2014-15 State data, the percent of SAISD Economically Disadvantaged students is 33 points higher than the State (93.6% vs. 60.4%). The percentage of Special Education and LEP students are also higher for the District as compared to the State. Overall, SAISD has 68% of its students At Risk of dropping out of school compared to the State’s 45%.

**2014-15 State and District Comparison by Federal Groups**



## Historical Membership by State and Federal Groups

	2005-06	2006-07	2007-08	2008-09	2009-10	2011-12	2012-13	2013-14	2015	STATE 2015
All Students	56,371	55,322	54,726	54,410	55,086	54,260	54,236	53,811	53,701	5,215,282
African American	4,969	4,499	4,290	4,117	4,103	3,492	3,417	3,413	3,437	659,074
	8.8%	8.1%	7.8%	7.6%	7.4%	6.4%	6.3%	6.3%	6.4%	12.6%
Hispanic	49,486	48,976	48,675	48,582	49,293	49,268	49,513	49,051	48,866	2,714,266
	87.8	88.5%	88.9%	89.3%	89.5%	90.8%	91.3%	91.2%	91.0%	52.0%
White	1,699	1,648	1,568	1,517	1,472	1,143	968	974	973	1,509,555
	3%	3.0%	2.9%	2.8%	2.7%	2.1%	1.8%	1.8%	1.8%	28.9%
Economically Disadvantaged	51,988	50,598	48,302	49,113	50,986	50,275	50,753	50,271	49,213	3,068,820
	92.2%	91.5%	88.3	90.3%	92.6%	92.7%	93.6%	93.4%	91.6%	58.8%
Special Ed	6,875	6,693	6,602	6,371	5,879	5,587	5,532	5,454	5,510	442,476
	12.2%	12.1%	12.1%	11.7%	10.7%	10.3%	10.1%	10.1%	10.3%	8.5%
ELL	9,438	9,289	9,238	9,538	10,018	10,106	11,357	10,255	10,203	948,391
	16.7%	16.8%	16.9%	17.5%	18.2%	18.6%	20.9%	19.1%	19.0%	18.2%
At Risk	38,075	39,039	37,419	36,386	37,514	36,237	37,112	38,599	38,271	2,668,590
	67.5%	70.6%	68.4%	66.9%	68.1%	66.8%	68.4%	71.7%	71.3%	51.2%

Source: TAPR 2014-15

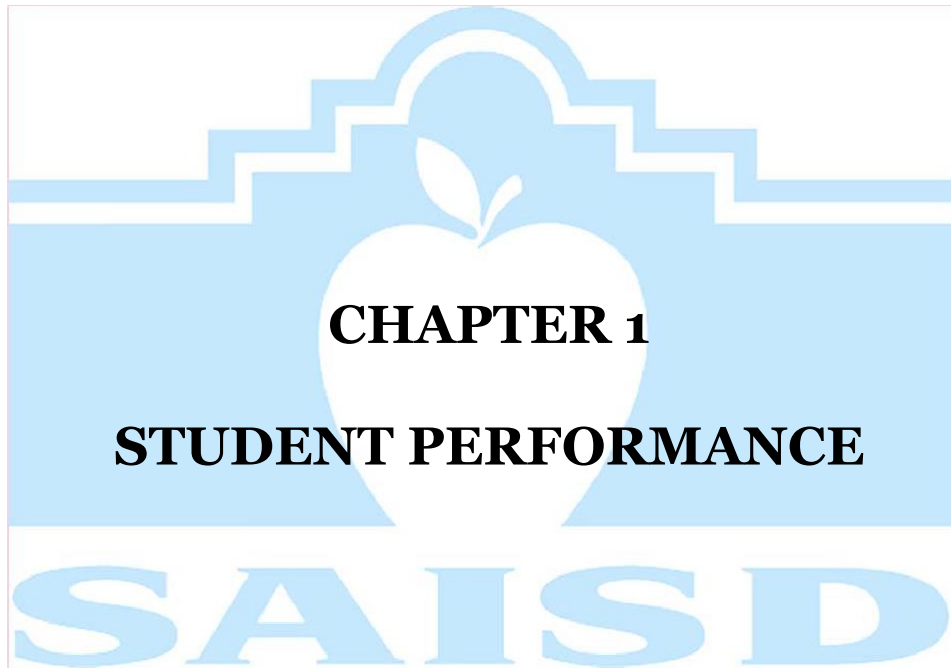
## 2014-15 Membership by Grade for State and Federal Groups

	Total	Afr. Amer.	Hispanic	White	Eco. Dis.	SPED	ELL	At Risk
EE	30	0	27	3	23	30	0	1
PK	5,023	405	4,491	72	4,939	202	1,230	3,631
KG	4,233	303	3,818	70	3,938	212	914	2,814
Grade 1	4,613	287	4,203	78	4,346	320	1,081	3,193
Grade 2	4,408	273	4,033	55	4,137	341	1,025	3,072
Grade 3	4,115	264	3,748	65	3,829	385	989	2,742
Grade 4	4,058	248	3,700	75	3,776	464	996	2,714
Grade 5	3,914	224	3,594	60	3,637	495	799	2,799
Grade 6	3,453	177	3,185	68	3,179	519	607	2,517
Grade 7	3,355	200	3,078	56	3,103	442	494	2,344
Grade 8	3,708	216	3,411	62	3,382	462	563	2,856
Grade 9	3,953	254	3,604	77	3,497	511	480	3,022
Grade 10	3,388	229	3,046	81	2,956	391	403	2,518
Grade 11	2,805	185	2,532	60	2,431	361	319	2,072
Grade 12	2,645	166	2,402	35	2,321	375	303	1,976
Total	53,701	3,431	48,872	917	49,494	5,510	10,203	38,271

Source:  
PEIMS  
Edit+  
2014-15  
Fall  
Collection

**2015 - 2016**

**District Improvement Plan**



*Section 1*

*Comprehensive Needs Assessment*

## Graduation: Analysis of District Performance

Definition of **Graduation Rate**: The longitudinal rate showing the percent of students who first attended Grade 9 four years prior to the year of analysis and have completed their education four years later. A new Grade 9 cohort is identified each year.

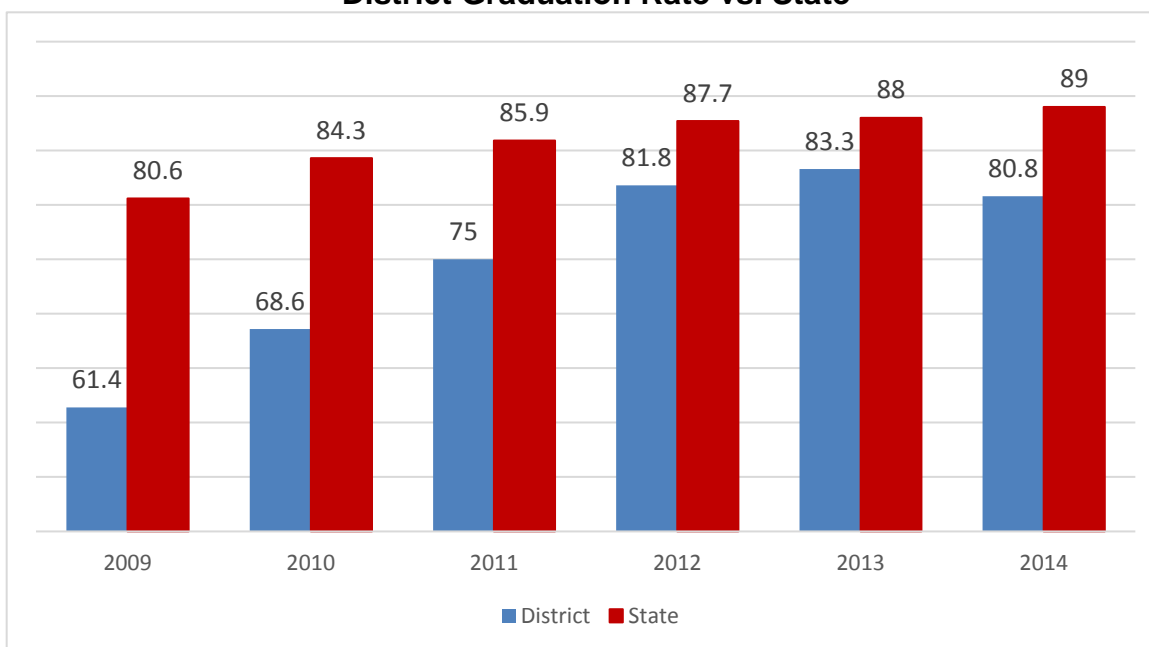
### On time four-Year Graduation Rates by Accountability Subgroups

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
All Students	61.4	68.6	75.0	81.8	83.3	80.8
African American	54.5	63.0	70.4	80.3	79.8	76.0
Hispanic	62.4	69.0	75.4	82.2	84.0	81.5
White	53.5	72.2	72.0	76.1	72.1	69.8
Economically Disadvantaged	65.2	72.5	79.1	83.2	84.0	80.3

### On time four-Year Graduation Rates for Special populations

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
Special Ed	55.1	64.3	77.5	81.0	77.8	70.7
Ever ELL	43.0	55.0	64.3	74.2	73.3	76.6
At Risk	55.9	63.8	71.2	74.0	78.9	77.0

### District Graduation Rate vs. State



On-time graduation rates improved dramatically from the Class of 2009 to the Class of 2014. Overall district growth has brought SAISD graduation rates much closer to the State average.

**Definition of Dropout Rate:** The longitudinal rate showing the percent of students who first attended Grade 9 four years prior to the year of analysis and have not graduated, continued H.S., or received a GED, four years later.

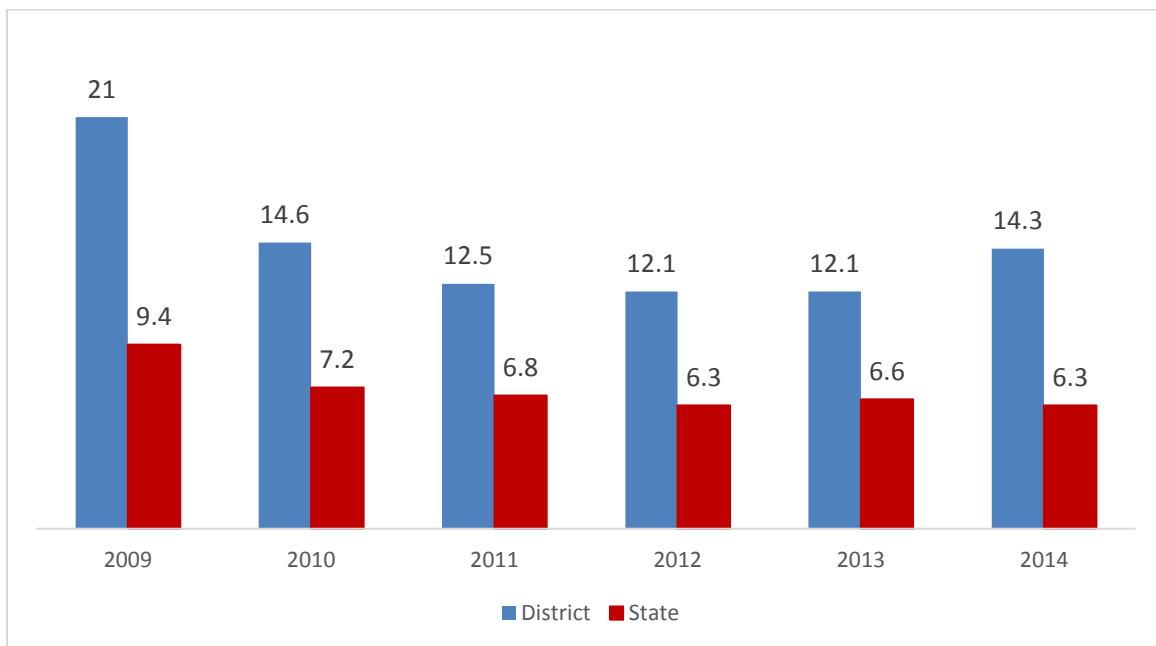
### Dropout Rates by Accountability Subgroups

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
All Students	21.0	14.6	12.5	12.1	12.1	14.3
African American	27.1	17.6	12.4	14.4	16.0	15.8
Hispanic	20.4	14.3	12.4	11.8	11.5	14.0
White	23.6	15.7	15.7	16.3	20.6	20.8
Economically Disadvantaged	17.4	10.9	10.6	11.3	12.0	15.2

### Dropout Rates for Special populations

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
Special Ed	25.6	20.6	15.0	15.3	11.5	20.7
Ever ELL	35.0	23.4	17.7	16.7	18.2	16.3
At Risk	21.7	14.7	13.3	16.7	14.9	17.1

### District Dropout Rate vs. State



Drop Out rates for the District have fallen at twice the rate of the State have been dropping since the Class of 2009, but increased slightly for the Class of 2014.

**Definition of At Risk:** A student is identified as at risk of dropping out of school based on the following state-defined 13 criteria:

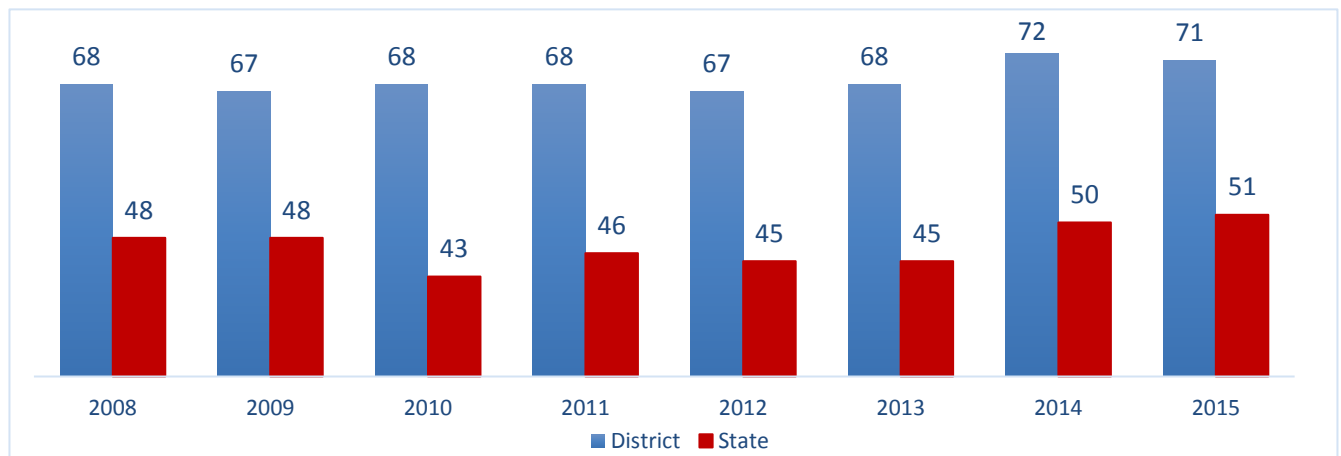
1. PK – 3 Unsatisfactory readiness test scores or assessment instrument administered during the current school year
2. 7--12 Grade — did not maintain an average of 70 in 2 or more subjects in the foundation curriculum during a semester in the preceding or current school year.
3. Retained
4. Unsatisfactory on State Assessment under Subchapter B, Chapter 39 or has failed in prior year and currently has passed; however, has not passed by the 110% Rule. (please circle)
5. Pregnant or Parent -- As soon as school learns of a student's status
6. Placement in Alternative Education Program in Accordance with Section 37.006 during the preceding or current year
7. Expelled in Accordance with Section 37.007 during the preceding or current year, is currently on parole, probation, deferred prosecution, or other conditional release;
8. Currently on parole, probation, deferred prosecution, or other conditional release.
9. Previously reported as dropout through PEIMS
10. Limited English Proficiency as defined by Section 29.052
11. Custody or care of the Department of Protective & Regulatory 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. Homeless according to 42 USC 11302 and its subsequent amendments (Notify Transitions Program)
13. Resided in the preceding year or resides in the current 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

### Percent of Students At Risk of Dropping Out of School

	2008	2009	2010	2011	2012	2013	2014	2015
All Students	66%	67%	67%	71%	67%	68%	72%	75%
African American	63%	65%	63%	63%	62%	66%	70%	73%
Hispanic	67%	68%	67%	67%	67%	69%	72%	75%
White	57%	58%	53%	53%	53%	55%	55%	61%
Economically Disadvantaged	68%	68%	68%	68%	68%	73%	73%	76%
Special Ed	77%	86%	84%	84%	84%	84%	86%	89%

Source: PEIMS Edit + 2014-15 Fall Collection

### District Percent At Risk vs. State Percent At Risk



Almost three-fourths of SAISD students have one or more of the 13 State determined factors making them at risk of dropping out of school. The percentage of At Risk students tends to be higher among special populations such as Special Education and Economically Disadvantaged students.

## Percent of District At Risk by 13 Criteria

At Risk Criteria	2008	2009	2010	2011	2012	2013	2014	2015
Unsatisfactory Test Scores Grades 03 - 12	45%	44%	43%	46%	38%	35%	59%	53%
Unsatisfactory Test Scores PK - 03	32%	31%	36%	35%	39%	45%	34%	31%
LEP	26%	28%	28%	27%	29%	27%	26%	27%
Retention	22%	24%	24%	23%	23%	20%	18%	21%
Failed Two Courses	14%	17%	15%	13%	11%	11%	9%	8%
Homeless	3%	4%	5%	7%	5%	6%	6%	4%
AEP Placement	3%	3%	3%	3%	3%	3%	2%	2%
Parenting	1%	1%	2%	2%	1%	1%	1%	1%
Residential Placement	1%	2%	2%	1%	1%	1%	1%	1%
Previous Dropout	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Conditional Release	<1%	1%	1%	1%	1%	1%	<1%	<1%
Custodial Care	<1%	1%	1%	2%	4%	5%	4%	3%
Expelled	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%

\*Information above based on end of year At Risk district counts.

## 2015 Percent of District At Risk by Grade and Subgroup

Percent At Risk							
	Total	% At Risk	Afr. Amer.	Hispanic	White	Eco. Dis	SPED
Grade EE	2	4%	0%	4%	0%	5%	4%
Grade PK	3,631	72%	58%	73%	79%	72%	65%
Grade KG	2,814	66%	60%	67%	63%	67%	76%
Grade 1	3,193	69%	70%	70%	47%	71%	82%
Grade 2	3,072	70%	68%	70%	53%	71%	83%
Grade 3	2,742	67%	61%	68%	38%	68%	82%
Grade 4	2,714	67%	61%	68%	37%	69%	82%
Grade 5	2,799	71%	69%	72%	57%	73%	86%
Grade 6	2,517	73%	70%	74%	54%	75%	91%
Grade 7	2,344	70%	73%	70%	55%	72%	91%
Grade 8	2,856	77%	81%	77%	68%	79%	94%
Grade 9	3,022	76%	75%	77%	64%	78%	93%
Grade 10	2,518	74%	77%	74%	67%	76%	91%
Grade 11	2,072	74%	78%	74%	57%	77%	93%
Grade 12	1,996	75%	80%	75%	64%	77%	92%
Total	38,292	71%	69%	72%	57%	73%	86%

Source: PEIMS Edit + 2014-15 Fall Collection

Among SAISD students determined to be At Risk, more than one-fourth in Grades PK – 3 score unsatisfactory in their readiness tests. More than half of Grades 3 – 12 students continue to struggle on State-mandated assessments. Compared to the overall number of At Risk by grade level, the 2014-15 percentage of At-Risk students was consistently higher among the Special Education group.

## Leading Indicators for At Risk Students

### Percent of Each Student Group Failing One or More Core Courses At the End of the First Semester

	2008	2009	2010	2011	2012	2013	2014	2015
All Students	25%	24%	23%	19%	14%	15%	14%	15%
African American	25%	22%	24%	19%	14%	16%	15%	16%
Hispanic	25%	24%	23%	19%	14%	15%	14%	15%
White	21%	18%	19%	17%	11%	13%	14%	12%
Economically Disadvantaged	26%	24%	24%	19%	14%	15%	14%	15%
Male	29%	28%	27%	23%	17%	19%	17%	18%
Female	21%	19%	19%	15%	10%	12%	11%	12%
Special Ed	30%	30%	31%	25%	18%	20%	18%	17%

### Number of Students with 20+ Absences at the End of First Semester

	2008	2009	2010	2011	2012	2013	2014	2015
All Students	805	584	1,007	1,479	1,297	1,050	1,015	932
African American	73	54	88	104	94	50	60	72
Hispanic	706	512	881	1,324	1,182	970	925	837
White	25	15	35	36	19	24	23	21
Economically Disadvantaged	741	501	914	1,375	1211	975	930	857
Male	403	306	579	783	655	531	529	496
Female	402	278	428	696	642	519	486	436
Special Ed	224	157	195	325	267	236	232	212

### Percent of Students with a Disciplinary Incident by End of First Semester

	2008	2009	2010	2011	2012	2013	2014	2015
All Students	12%	9%	9%	10%	9%	7%	6%	8%
African American	17%	10%	5%	15%	13%	9%	9%	12%
Hispanic	11%	8%	9%	10%	8%	7%	6%	7%
White	10%	6%	8%	9%	8%	6%	5%	6%
Economically Disadvantaged	12%	9%	10%	10%	9%	7%	7%	8%
Male	15%	11%	12%	12%	12%	9%	8%	9%
Female	9%	6%	7%	7%	7%	5%	4%	6%
Special Ed	22%	18%	19%	19%	17%	13%	12%	13%

In 2015, 15% of SAISD students failed one or more core courses and 8% were involved in a disciplinary incident by the end of the first semester, up by 2% from 2014. Additionally, a small percentage of students had excessive absences by the end of semester one.



## College Readiness: District Performance Analysis

Definition of **College Readiness**: Determined by the following indicators: Advanced Course/Dual Enrollment Completion; Recommended High School Program/Distinguished Achievement Program Graduates; AP/IB Results; Texas Success Initiative (TSI) Higher Education Readiness Component; SAT/ACT Results; and College-Ready Graduates.

### Advanced Course/Dual Enrollment Completion

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	23.7	22.1	25.6	26.6	28.5	28.1
African American	18.3	18.9	24.2	22.2	20.0	25.9
Hispanic	24.1	22.3	25.8	26.8	29.1	28.2
White	24.9	22.4	19.5	27.0	25.8	27.2
Economically Disadvantaged	23.8	21.9	26.0	26.3	27.5	27.2
Special Ed	8.2	5.0	4.8	4.5	4.0	3.8
ELL	19.0	13.1	16.6	17.4	17.7	17.7

Note: This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12.

### Recommended High School Program/Distinguished Achievement Program Graduates (Annual Rate)

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total Graduates	2,270	2,594	2,777	2,695	2,502	2,518
All Students	80.7	81.3	74.0	77.8	76.8	81.6
African American	74.2	74.5	67.8	71.9	73.3	76.7
Hispanic	81.5	82.1	75.0	78.4	77.4	82.1
White	72.7	70.1	58.8	72.8	69.8	65.0
Economically Disadvantaged	81.1	81.5	75.0	78.6	75.8	81.1
Special Ed	21.5	23.3	20.7	16.5	10.1	18.8
ELL	58.5	62.1	62.9	59.6	61.7	76.0

SAISD has increased the percentage of students enrolled in Advanced and Dual Credit courses, rising from 23.7% in 2009 to 28.1% in 2014. The percent of SAISD students graduating with a Recommended or Distinguished High School diploma decreased with the Class of 2011, when the State modified the methodology for calculating the cohorts. By the Class of 2014, SAISD had increased the percent of students to 81.6%, slightly higher the Class of 2009 rate of 80.7%.

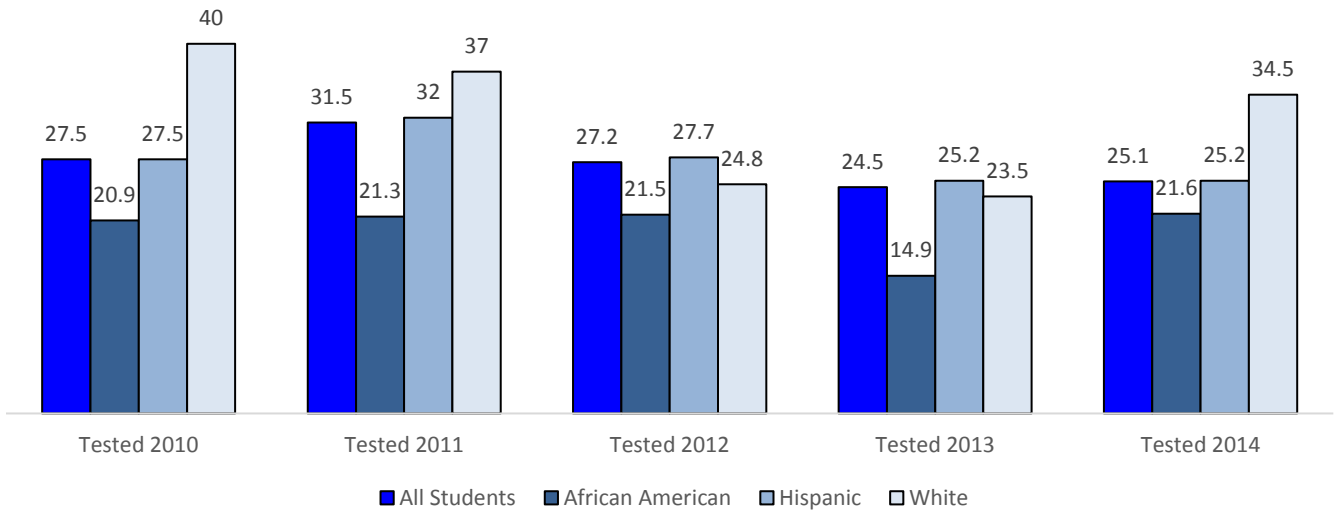
## AP/IB Results

	2009-10		2010-11		2011-12		2012-13		2013-14		STATE 13-14	
	Tested	Met STD	Tested	Met STD	Tested	Met STD	Tested	Met STD	Tested	Met STD	Tested	Met STD
All Students	27.5	14.1	31.5	12.5	27.2	16.6	24.5	16.5	25.1	15.5	23.5	51.3
African American	20.9	7.7	21.3	4.5	21.5	10.7	14.9	13.7	21.6	4.2	15.2	27.8
Hispanic	27.5	14.1	32.0	12.6	27.7	16.9	25.2	16.3	25.2	16.2	20.9	38.3
White	40.0	21.2	37.0	20.5	24.8	20.0	23.5	25.0	34.5	10.0	26.3	64.6

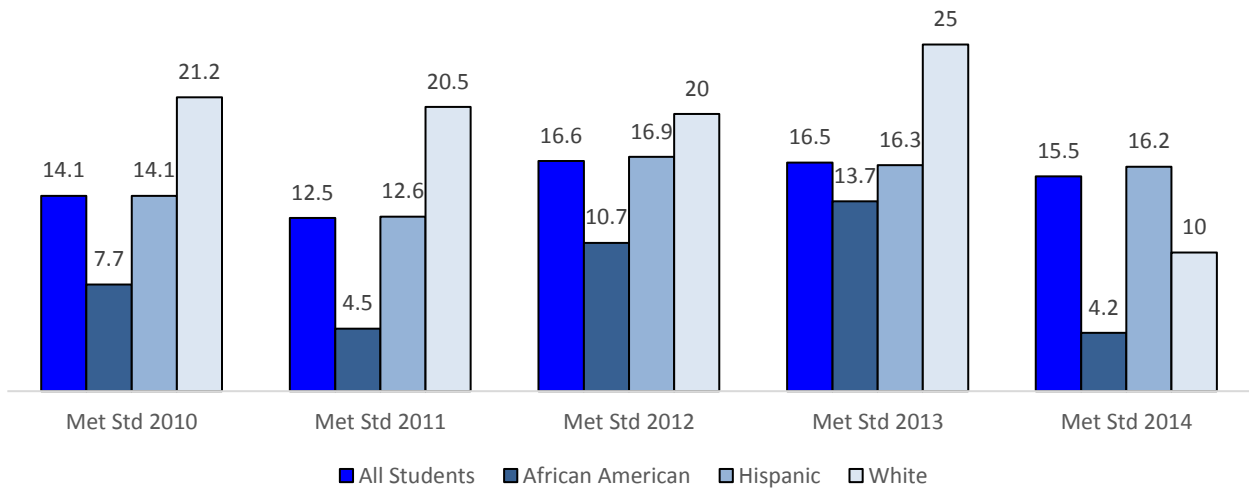
Note: **Tested:** The percent of students in grades 11 and 12 taking at least one AP or IB examination.

**Met STD:** The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB).

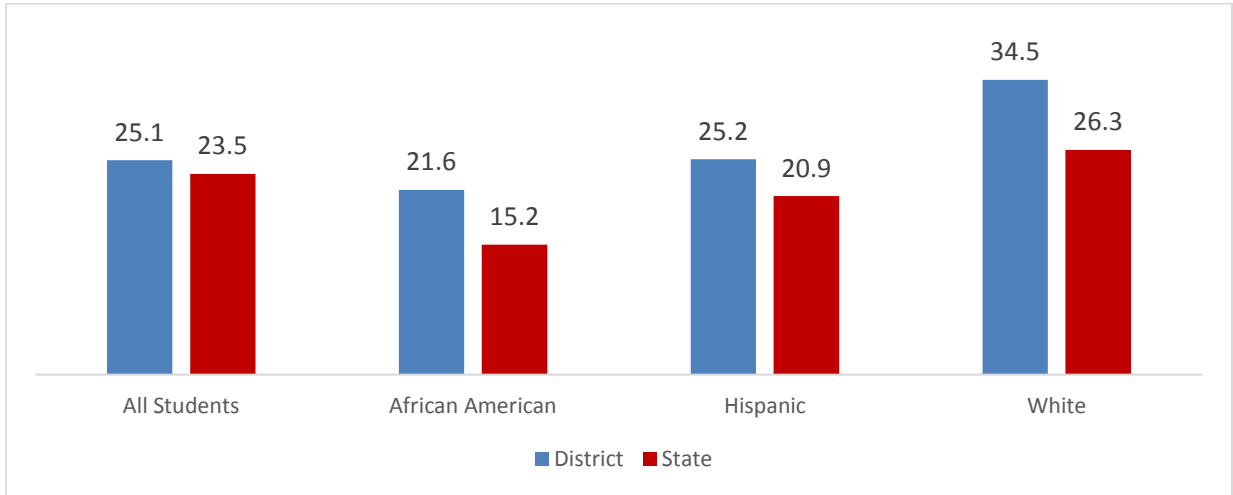
### AP/IB Percent Tested 2009-10 to 2013-14



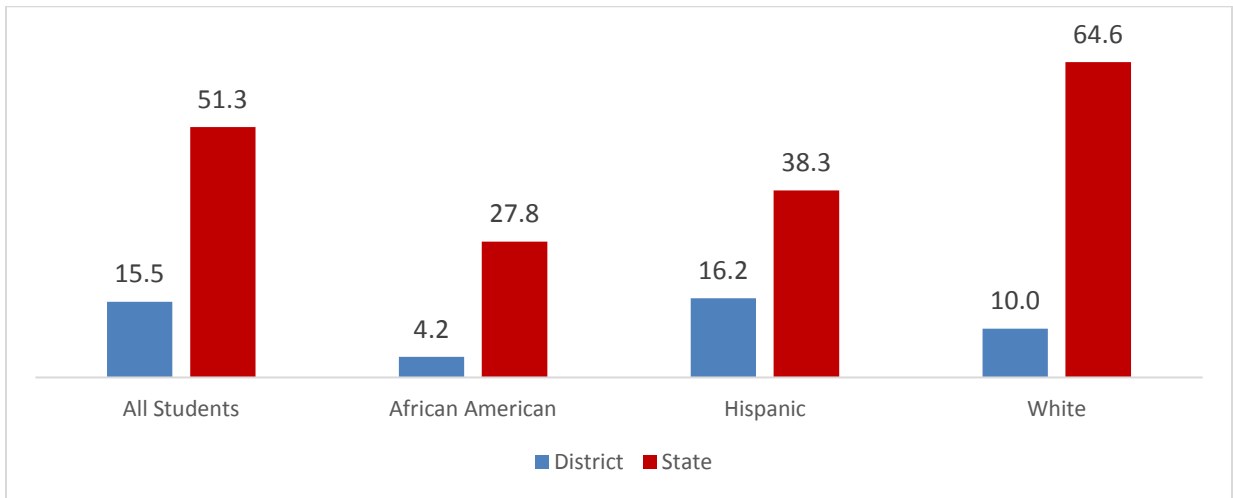
### AP/IB Percent Met Standard (3, 4, or 5) 2009-10 to 2013-14



### 2012-13 AP/IB Percent Tested, District vs. State



### 2012-13 AP/IB Percent Met Standard (3, 4, or 5), District vs. State



While SAISD had a higher percentage of 2013-14 students participating in AP/IB examinations compared to the State, the District fell far short in the percentage of test-takers meeting the college ready passing standard.

The African American population had the lowest percentage of passers in the both the District and the State, while the White population had the greatest disparity between the District and the State.

## College Ready Graduates

**College-Ready Graduates:** To be considered college-ready, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each are:

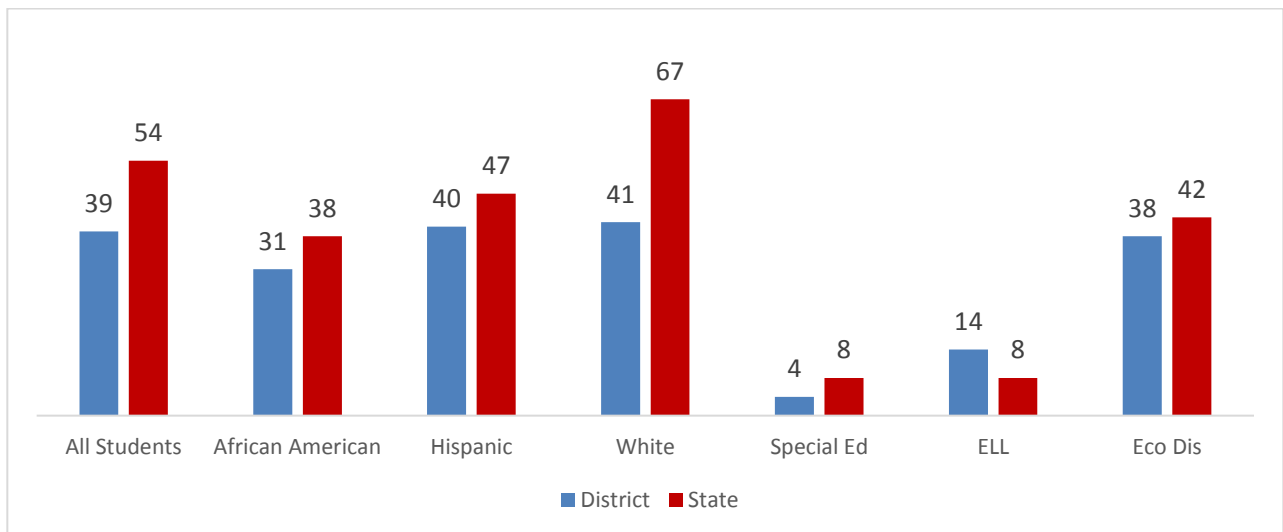
Subject	Exit Level TAKS		SAT		ACT
ELA	$\geq 2200$ scale score on ELA test and a “3” or higher on essay	OR	$\geq 500$ on Critical Reading and $\geq 1070$ total	OR	$\geq 19$ on English and $\geq 23$ Composite
Math	$\geq 2200$ scale score on mathematics test	OR	$\geq 500$ on Math and $\geq 1070$ total	OR	$\geq 19$ on Math and $\geq 23$ Composite

Students may meet the criteria for on Exit-Level TAKS, SAT or ACT for each subject. The measure is based on prior year graduates rather than a longitudinal cohort.

### District College Ready in Both ELA and Math (Used in Index 4 for Accountability)

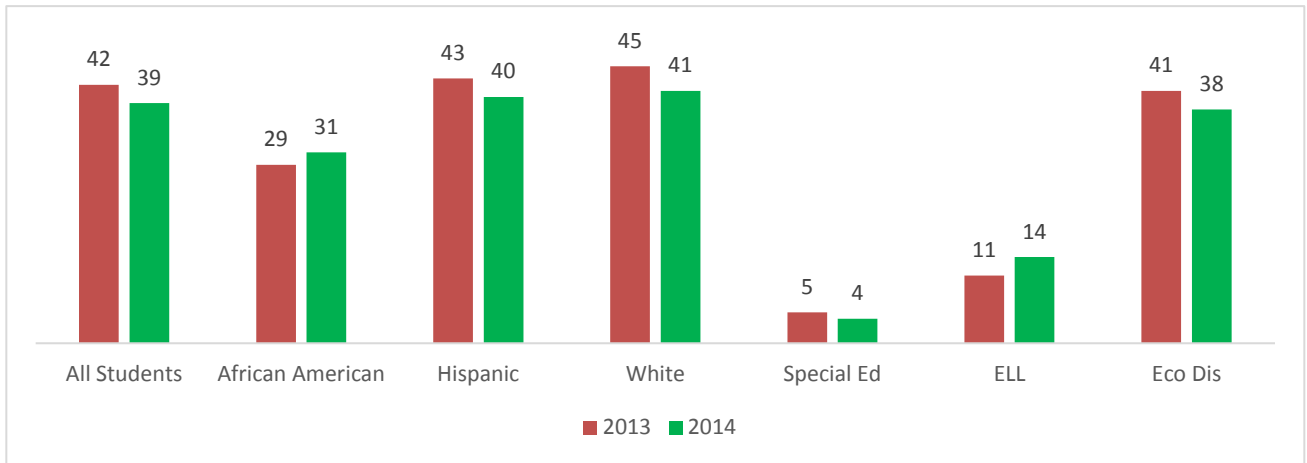
	All Students	African American	Hispanic	White	Special Education	ELL	Eco Dis	STATE: All Students	STATE: Eco Dis
2014 Graduates	39	31	40	41	4	14	38	54	42
2013 Graduates	42	29	43	45	5	11	41	56	45
2012 Graduates	43	37	44	47	3	10	42	52	44
2011 Graduates	39	25	39	51	3	11	38	52	38

### 2014 College Ready Graduates in Both ELA and Math: District vs. State



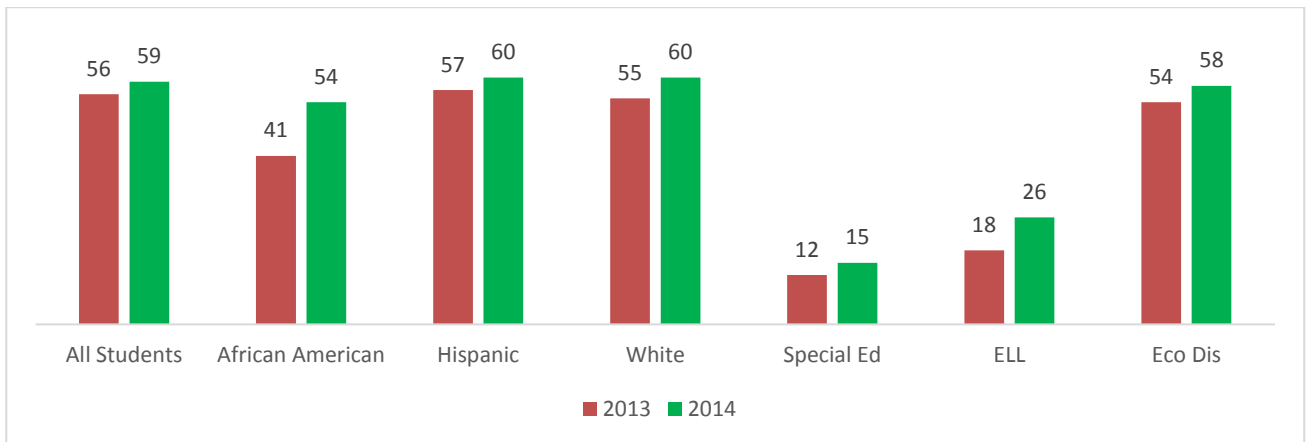
District graduates continue to trail the state average in terms of college readiness, with the exception of ELL students. State performance for Economically Disadvantaged continues to reflect similar trends seen in the SAISD All Student rates.

### SAISD College Ready Graduates in Both ELA and Math: 2013 vs. 2014

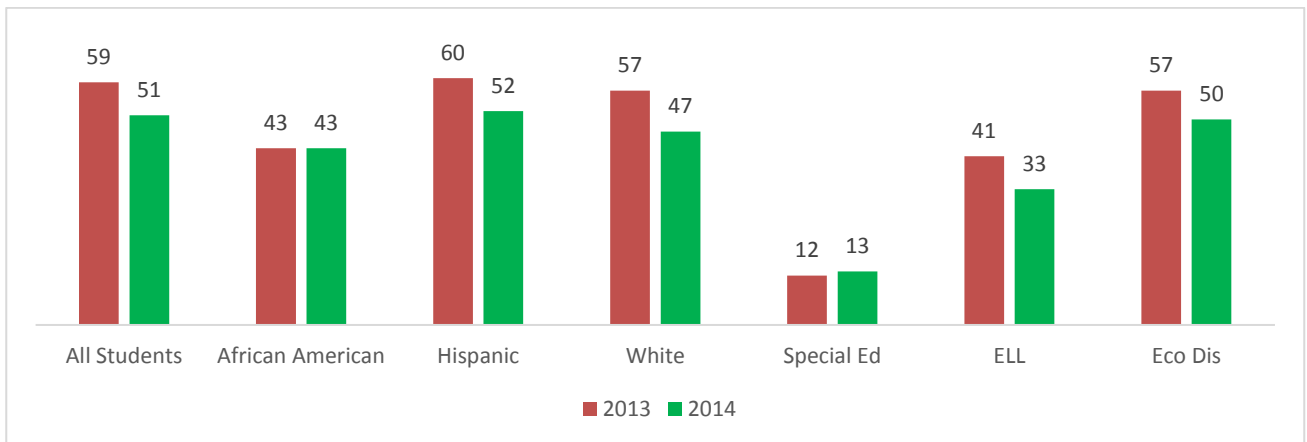


Overall, college ready graduates decreased slightly from the 2012 to the 2013 school years, with the exception of the ELL group, which increased from 11% to 14% and the African American group, which increased from 29% to 31%. All other groups decreased 3 to 4 percentage points.

### District College Ready 2013 and 2014 Graduates - English Language Arts (ELA)



### District College Ready 2013 and 2014 Graduates - Mathematics



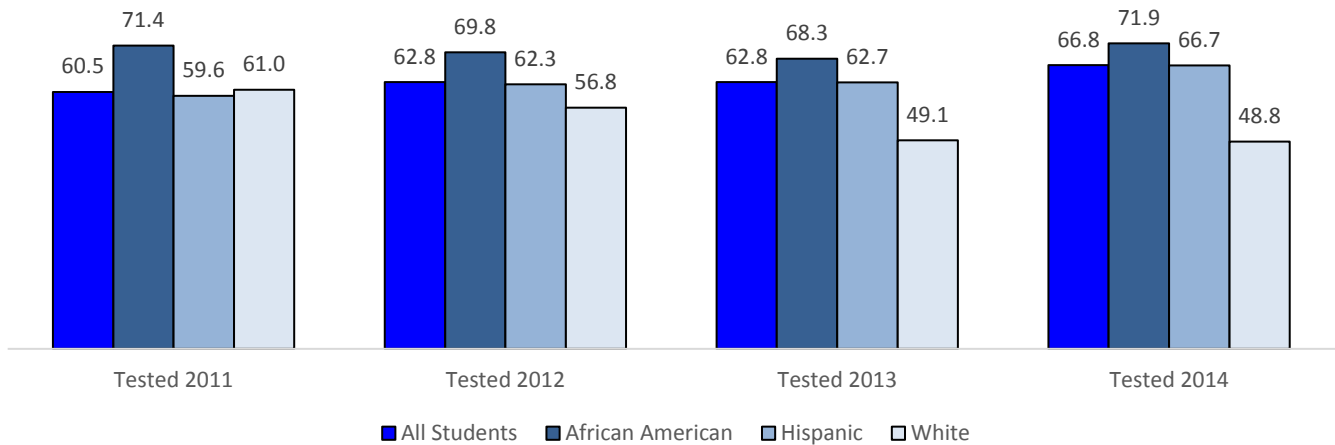
## SAT/ACT Results Class of 2010 to Class of 2013

	Class of 2011		Class of 2012		Class of 2013		Class of 2014		STATE 2014	
Total Graduates	2,777		2,696		2,503		2,518		303,109	
	Tested	Met STD	Tested	Met STD	Tested	Met STD	Tested	Met STD	Tested	Met STD
All Students	60.5	4.5	62.8	6.3	62.8	5.3	66.8	6.1	66.3	25.1
African American	71.4	3.2	69.8	2.9	68.3	2.7	71.9	5.0	69.7	8.4
Hispanic	59.6	4.4	62.3	6.3	62.7	5.3	66.7	5.9	60.9	11.9
White	61.0	8.3	56.8	17.4	49.1	11.5	48.8	25.0	69.1	41.9

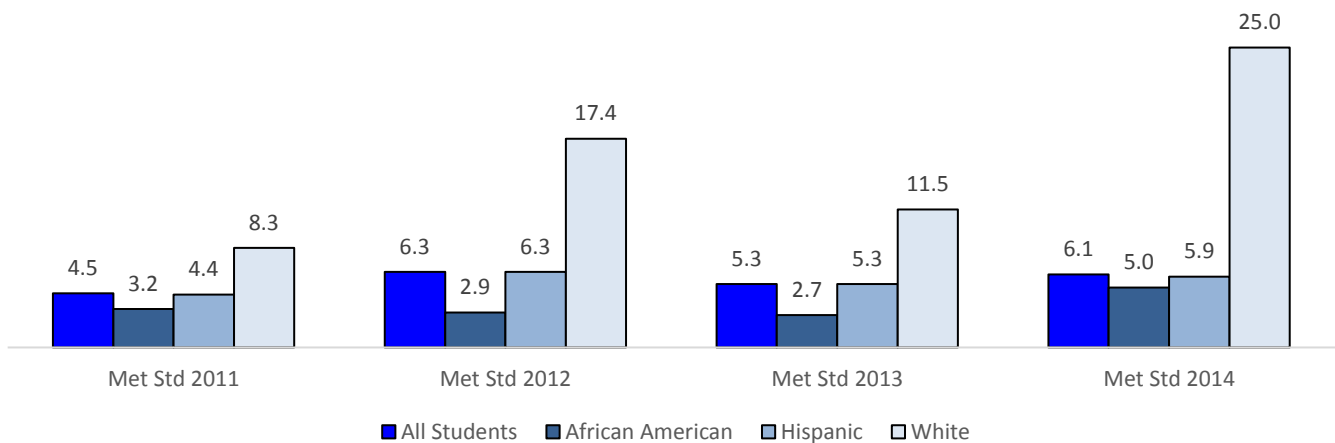
Note: **Tested:** The percent of students in in graduating class who tested on either SAT or ACT (unique count).

**Met STD:** This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT, or 24 on the ACT). The College Board reports the score for the last test taken to TEA.

### SAT/ACT Percent Tested Class of 2011 to Class of 2014

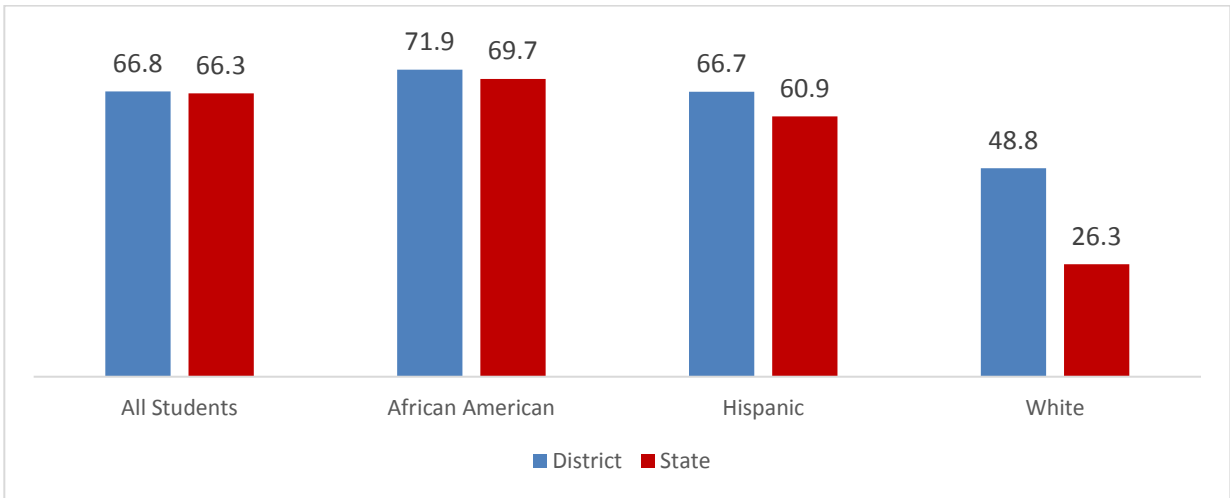


### SAT/ACT Percent Met Standard Class of 2011 to Class of 2014

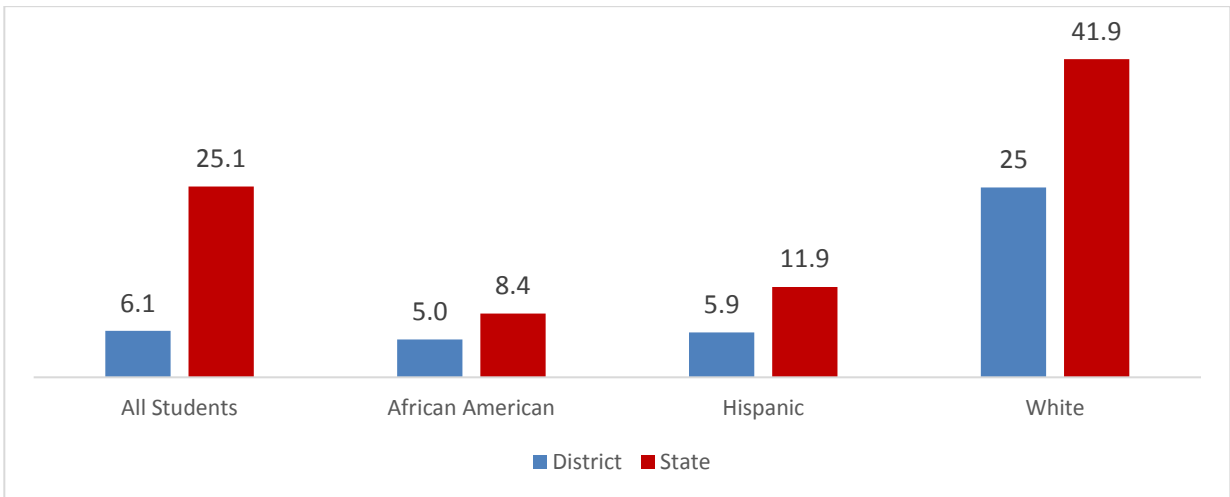


Historically, about two-thirds of graduates take the SAT/ACT college entrance exams. However, few SAISD students meet the College Ready standard. The District has remained between 4 to 6% for the last decade, while the State has remained about 25% of students scoring college ready on the SAT or ACT for the same time period. The only group that has shown significant improvement are White students, which make up less than 2% of the district

### Class of 2013 District vs. State SAT/ACT Percent Tested



### Class of 2013 District vs. State SAT/ACT Percent Met Standard



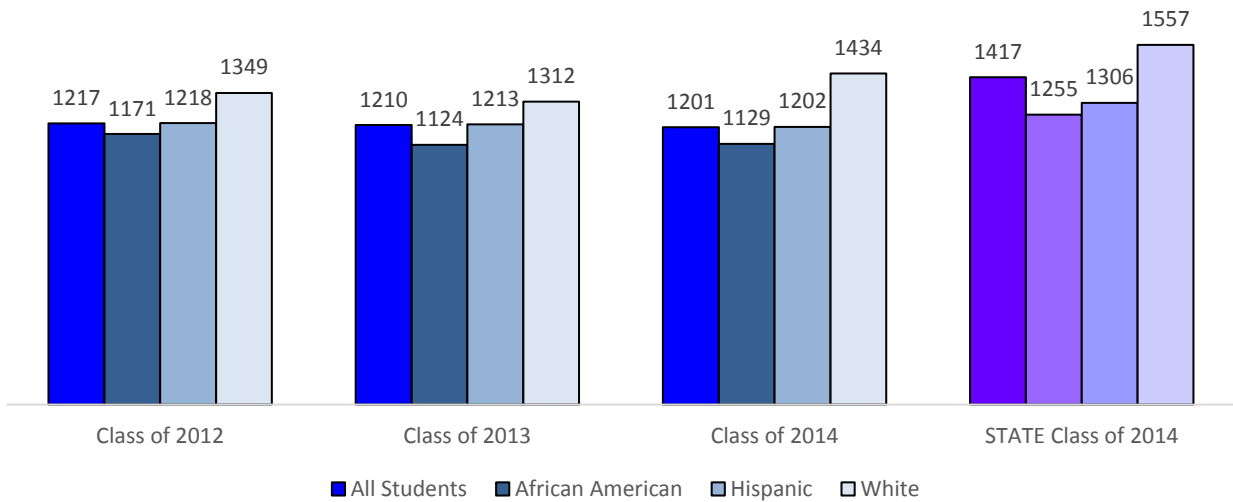
SAISD generally tested similar percentages to the State on SAT/ACT. However, the District faces challenges in improving the performance of the students sitting for the SAT and ACT examinations. Across the State, just over one quarter of the Class of 2014 met the passing standards compared to 6.1% of SAISD examinees.

## Class of 2014 SAT/ACT Mean Scores: District vs. State

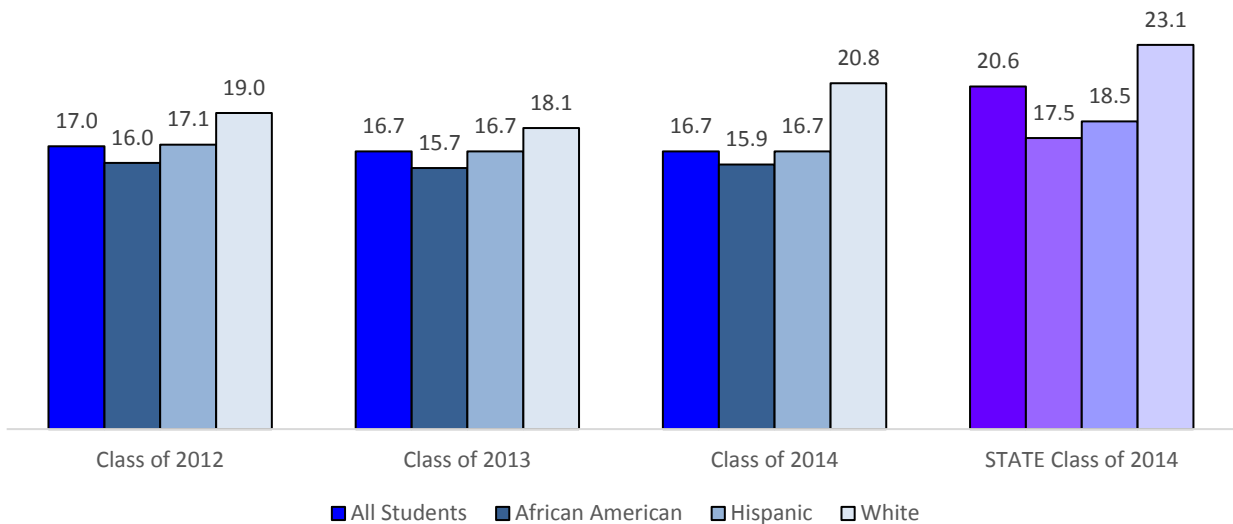
	Class of 2012		Class of 2013		Class of 2014		STATE 2014	
Total Graduates	2,777		2,696		2,518			
	SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT
All Students	1217	17.0	1210	16.7	1201	16.7	1417	20.6
African American	1171	16.0	1124	15.7	1129	15.9	1255	17.5
Hispanic	1218	17.1	1213	16.7	1202	16.7	1306	18.5
White	1349	19.0	1312	18.1	1434	20.8	1557	23.1

\*Note: Beginning in 2012, SAT scores reflect ELA, Writing and Math combined.

### SAISD Mean SAT Scores by Ethnicity



### SAISD Mean ACT Scores by Ethnicity



Neither ACT nor SAT scores have changed significantly at the State, District, and National levels for the past several years.



## State Accountability: Analysis of District and Campus Performance

**Performance Index System:** Beginning in 2013, a new State Accountability system was introduced. This system is based on four Index measures. Districts and Campuses must meet the standards for all Indexes measured in order to be rated Met Standard. A District or Campus that misses one or more indices is rated Improvement Required.

**Index 1: Student Performance** - Measures the overall percent of all tests passed, divided by all tests taken. The measure uses only the All Student group.

**Index 2: Student Progress** – Measures the percent of students either meeting or exceeding expected growth. Only Reading and Math are included. The measure includes All Students, all 7 Race/Ethnicity groups, Special Education and ELL students.

**Index 3: Closing the Gap** – Measures the percent of tests at or above the Passing (Level II) standard and the percent scoring at or above the Advanced (Level III) standard. The measure includes performance for all Economically Disadvantaged students as well as the two lowest performing Race/Ethnicity groups.

**Index 4: Postsecondary Readiness** – Measures the percent of students meeting the STAAR Final Recommended standard on at least two tests. For Districts and High Schools, Index 4 also includes either the 4- or 5-year Graduation rate, RHSP/DAP rate, and percent of College Ready graduates.

### Historical Summary of District Accountability Ratings

#### Historical District Index Performance

	Index 1	Index 2	Index 3	Index 4
2014-15	63 (60)	31 (20)	33 (28)	66 (57)
2013-14	62 (55)	37 (26)	33 (28)	58 (57)
2012-13	63 (50)	33 (21)	59 (55)	78 (75)

Annual Index Performance Standards appears in parenthesis.

SAISD was rated Met Standard in 2013, 2014 and in the 2015 school year.

### Historical Summary of Campus Accountability Ratings

	2012-13	2013-14	2014-15
Met Standard	70	70	70
Met Alternative Standard	17	19	19
Improvement Required	4	3	4
Not Rated	8	7	6

## Historical Summary of District Accountability Data by Subgroup

	SAISD 2012	SAISD 2013	SAISD 2014	SAISD 2015	TEXAS 2015
<b>STAAR All Tests Taken</b>					
All Students	62	63	62	63	<b>77</b>
African American	56	57	58	57	<b>71</b>
Hispanic	62	63	62	63	<b>78</b>
White	73	73	73	76	<b>90</b>
Special Education	47	46	52	38	<b>45</b>
Economically Disadvantaged	61	61	61	62	<b>75</b>
ELL	48	48	51	48	<b>59</b>
<b>STAAR Reading</b>					
All Students	65	67	61	64	<b>77</b>
African American	60	61	56	58	<b>68</b>
Hispanic	65	67	61	64	<b>72</b>
White	76	77	74	77	<b>88</b>
Special Education	50	52	52	38	<b>43</b>
Economically Disadvantaged	64	65	60	63	<b>70</b>
ELL	48	49	49	50	<b>56</b>
<b>STAAR Mathematics</b>					
All Students	60	64	63	66	<b>81</b>
African American	52	56	57	59	<b>71</b>
Hispanic	61	65	64	66	<b>78</b>
White	69	72	72	75	<b>90</b>
Special Education	46	46	53	45	<b>45</b>
Economically Disadvantaged	59	63	62	65	<b>75</b>
ELL	53	56	58	50	<b>59</b>
<b>STAAR Writing</b>					
All Students	50	46	55	55	<b>72</b>
African American	44	42	51	51	<b>62</b>
Hispanic	50	46	55	55	<b>66</b>
White	63	58	67	68	<b>81</b>
Special Education	38	34	45	19	<b>29</b>
Economically Disadvantaged	49	44	54	53	<b>63</b>
ELL	40	32	46	45	<b>54</b>
<b>STAAR Science</b>					
All Students	67	69	66	66	<b>78</b>
African American	61	62	66	62	<b>68</b>
Hispanic	67	69	66	66	<b>73</b>
White	81	80	79	78	<b>89</b>
Special Education	45	45	53	47	<b>47</b>
Economically Disadvantaged	65	67	65	65	<b>71</b>
ELL	46	51	50	48	<b>53</b>
<b>STAAR Social Studies</b>					
All Students	66	63	62	60	<b>78</b>
African American	62	57	61	50	<b>70</b>
Hispanic	66	63	62	60	<b>72</b>
White	79	75	74	82	<b>87</b>
Special Education	53	47	50	45	<b>46</b>
Economically Disadvantaged	65	61	60	58	<b>69</b>
ELL	46	43	42	36	<b>43</b>

## Historical Summary of District Dropout and Graduation Data by Subgroup

	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>Annual Dropout Rate, gr. 7-8</b>									
All Students	1.0%	0.6%	0.5%	0.7%	0.5%	0.5%	0.7%	0.7%	1.3%
African American	1.4%	0.9%	0.6%	1.0%	0.6%	0.6%	0.8%	1.0%	1.4%
Hispanic	0.9%	0.6%	0.4%	0.7%	0.5%	0.4%	0.7%	0.7%	1.2%
White	1.2%	0.7%	1.1%	0.4%	0.5%	0.5%	1.5%	0.6%	1.9%
Economically Disadvantaged	0.6%	0.4%	0.4%	0.5%	0.3%	0.5%	0.7%	0.8%	1.2%
<b>Annual Dropout Rate, gr. 7-12</b>									
All Students	5.9%	5.5%	4.6%	4.4%	4.1%	4.2%	3.2%	3.0%	4.0%
African American	6.4%	5.1%	5.2%	5.9%	4.5%	3.9%	3.6%	3.2%	4.5%
Hispanic	5.8%	5.6%	4.6%	4.3%	4.0%	4.2%	3.1%	2.9%	4.0%
White	5.1%	4.5%	3.7%	3.4%	4.4%	5.0%	5.2%	2.4%	3.8%
Economically Disadvantaged	4.2%	4.4%	3.9%	3.0%	2.9%	3.6%	3.0%	3.0%	3.8%
<b>4-Year Graduation Rate, gr. 9-12</b>									
All Students	66.4%	60.5%	59.1%	61.4%	68.6%	79.0%	81.8%	83.3%	80.8%
African American	65.0%	62.7%	56.0%	54.5%	63.0%	76.2%	80.3%	78.8%	76.0%
Hispanic	66.2%	60.3%	59.0%	62.4%	69.0%	79.4%	82.2%	84.0%	81.5%
White	71.3%	58.6%	65.9%	53.5%	72.2%	74.2%	76.1%	72.1%	69.8%
Economically Disadvantaged	68.0%	62.1%	62.3%	65.2%	72.5%	82.2%	83.2%	84.0%	80.3%
<b>4-Year Dropout Rate, gr. 9-12</b>									
All Students	20.6%	26.0%	22.9%	21.0%	14.6%	12.5%	12.1%	12.1%	14.3%
African American	22.9%	24.0%	28.2%	27.1%	17.6%	12.4%	14.4%	16.0%	15.8%
Hispanic	20.9%	26.5%	22.5%	20.4%	14.3%	12.4%	11.8%	11.5%	14.0%
White	10.1%	19.5%	18.7%	23.6%	15.7%	15.7%	16.3%	20.6%	20.8%
Economically Disadvantaged	19.7%	25.0%	25.4%	17.4%	10.9%	10.6%	11.3%	12.0%	15.2%

Changes in dropout definitions which were implemented in 2007 significantly affected graduation rates across the state, as well as for the district. While positive improvements are expected for Graduation Rates, a negative value for Dropout Rates indicates improvement by reducing the percent of students dropping out. The district has shown significant growth in Graduation Rate over the past few years as early intervention activities and dropout recovery efforts have shown to be quite effective over time. The 4-year, longitudinal cohort dropout rate has dropped significantly from the Class of 2006, but increased slightly for the Class of 2014.

**SAISD's Performance-Based Monitoring Analysis System (PBMAS) Historical  
Performance: Stage of Intervention**

The PBMAS is a district-level, data-driven monitoring system developed and implemented annually by the Texas Education Agency (TEA) to ensure excellence in education for all students. The major areas of responsibility are related to program monitoring and interventions for the bilingual education/English as a second language, career and technical education, No Child Left Behind, special education program areas, and data validation monitoring in the areas of Discipline, Leaver Records and Student Assessment.

School Year	Bilingual/ESL	Career & Technology	NCLB (Federal Programs)	Special Education	Discipline	Leaver	Student Assessment
2004-05	1B	2	1	-	-	-	-
2005-06	1B	4	1A	-	-	-	-
2006-07	2	3	1A	-	3	-	-
2007-08	2	3	1A	-	-	3	-
2008-09	-	3	2A	-	1	-	1
2009-10	1B	3	2	-	3	1	1
2010-11	1A	-	2	1A	-	-	2
2011-12	-	1	1	-	-	2	-
2012-13	2	3	1	-	-	3	-
2013-14	3	3	2	3	-	2	3
2014-15	3	1	4	2	2	1	2

The Career and Technology Education (CATE) program has been identified almost every year from 2005 through 2015 based on the TAKS/STAAR performance of CATE students who were identified as Limited English Proficient or Special Education students. As the CATE program is evaluated only for high school students, these results are lower than the overall performance of both the LEP and Special Education students when evaluated as a whole for grades 3 through 11.

The CATE program has collaborated with the Bilingual, Special Education and Curriculum and Instruction departments to ensure that in addition to the CATE subjects, that CATE teachers are focused on improving student performance in core content areas. CATE teachers have been offered training in working with Special Education and LEP students. They have also become more involved with the core subject professional development.

During the 2005-06 school year, an intervention stage of 4 triggered a review from TEA on behalf of the USDE Office for Civil Rights, which included an extensive facilities review regarding equal access to programs and facilities for all students and employees. In 2013-14, a stage of 3 triggered another visit from TEA.

TEA provided specific feedback and SAISD implemented several programs in the 2014-15 school year to address the issues that had been identified.

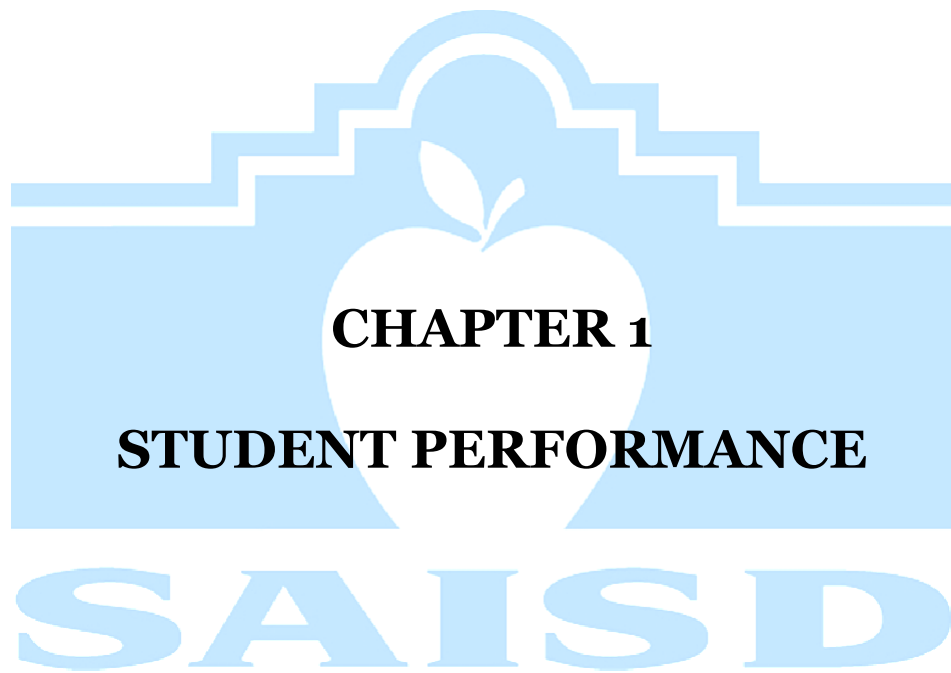
Title programs under No Child Left Behind have also been reviewed and have required very minor corrective actions, generally clerical, over the past four years. Beginning in 2011-12, the NCLB indicators changed to focus on overall Title 1 (universal) student performance as well as the Migrant program.

Both the Bilingual/ESL and Special Education programs were identified at intervention stage 3 for the 2013-14 school year and were heavily involved in the TEA program review visit.

Under the Data Validation Monitoring audit system, the district has been identified most frequently based on the continuers' dropout rate and the use of certain leaver codes, which have been address and shown improvement.

**2015 - 2016**

**District Improvement Plan**



*Section 2*

*Goals, Performance Objectives, & Targets*



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
95.00	94.98	95.27	94.94	95.5

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	67	61	64	67	64	63	66	67	69	66	66	67	63	62	60	67	46	55	55	67
H	67	61	64	67	65	64	66	67	69	66	66	67	63	62	60	67	46	55	55	67
AA	61	56	58	61	56	57	59	61	62	66	62	61	57	61	50	61	42	51	51	61
W	77	74	77	80	72	72	75	80	80	79	78	80	75	74	82	80	58	67	68	80
ED	65	60	63	66	63	62	65	66	67	65	65	66	65	60	58	66	44	54	53	66
ELL	49	49	50	53	56	58	50	53	51	50	48	53	43	42	36	53	32	46	45	53
SpEd	52	52	38	41	46	53	45	41	45	53	47	41	47	50	45	41	34	45	19	41

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
63	62	63	68	33	37	31	34	59	33	33	38	78	58	66	71

## GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	81.8	83.3	83.3	85.5	87.5
H	82.2	84	84	85.7	87.7
AA	80.3	79.8	79.8	82.5	84.5
W	76.1	72.1	72.1	77.8	83.0
ELL	74.3	81.5	81.5	82.5	84.5
SPED	81	77.8	77.8	74.0	83.0

## COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	43	43	80	~	80
H	44	44	81	~	80
AA	37	30	74	~	80
W	47	42	56	~	80

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
46	51	54	59	75	76	75	80

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
93.41	93.91	94.22	92.49	94.00

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	71	55	63	70	71	66	63	70	80	83	89	90	73	89	84	86	39	~	-	~
H	71	54	62	69	71	67	63	70	80	82	89	90	72	88	83	85	38	~	-	~
AA	75	56	62	69	66	46	55	62	81	86	92	93	81	90	93	95	40	~	-	~
W	77	65	73	80	78	73	63	70	94	82	75	76	76	~	100	100	52	~	-	~
ED	69	54	62	69	70	66	61	68	80	83	88	89	71	88	82	84	37	~	-	~
ELL	51	28	45	52	65	59	62	69	71	68	78	79	53	84	67	69	24	~	-	~
SpEd	48	36	37	44	40	47	60	67	50	47	60	61	51	83	44	46	34	~	-	~

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
67	67	70	75	19	~	20	23	68	38	38	43	86	63	76	81

GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	88.9	91.2	91.0	92.8	93.8
H	89.2	92.2	91.1	93.4	94.4
AA	88	83.3	~	~	83.0
W	71.4	~	~	~	~
ELL	86.2	76.9	96.2	94.3	95.3
SPED	76.5	84.5	73.2	80.4	83.0

COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	52	49	88	93.2	95.2
H	52	49	88	93.2	95.2
AA	~	~	~	~	80
W	~	~	~	~	~





## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
92.76	93.42	93.97	94.25	94.50

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	71	57	63	69	80	75	70	74	80	78	82	84	71	94	91	92	39	~	-	~
H	71	57	63	69	80	76	70	74	80	77	82	84	70	94	91	92	39	~	-	~
AA	~	~	60	66	71	~	-	~	~	~	-	2	~	~	67	68	~	~	-	~
W	85	41	64	70	85	~	75	79	89	100	100	100	89	100	100	100	69	~	-	~
ED	69	55	62	68	79	75	70	74	80	77	81	83	69	94	91	92	38	~	-	~
ELL	37	38	35	41	54	63	39	43	56	59	65	67	46	90	56	57	17	~	-	~
SpEd	57	55	50	56	67	75	50	54	57	65	67	69	54	100	100	100	39	~	-	~

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
69	70	71	76	21	~	18	21	71	39	41	46	91	66	74	79

## GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	91.9	92.9	92.0	95.6	96.6
H	92.1	92.9	92.2	95.8	96.8
AA	~	~	~	~	83.0
W	83.3	~	~	~	~
ELL	82.1	~	88.5	94.3	95.3
SPED	88.9	83.3	83.3	78.1	83.0

## COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	50	58	77	96.0	98.0
H	49	58	78	96.6	98.6
AA	~	~	~	~	80
W	~	~	~	~	~



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
93.36	93.95	94.00	94.33	94.50

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	69	54	60	66	72	72	72	76	80	77	90	91	72	92	92	93	39	~	-	~
H	69	54	59	65	72	72	72	76	80	77	90	91	72	92	92	93	39	~	-	~
AA	55	58	53	59	63	~	80	84	67	78	100	100	63	~	80	81	32	~	-	~
W	67	53	83	89	79	86	50	54	77	89	100	100	80	~	100	100	~	~	-	~
ED	67	53	59	65	71	72	72	76	79	78	90	91	71	92	91	92	38	~	-	~
ELL	49	39	40	46	61	60	61	65	68	63	75	76	55	81	74	75	25	~	-	~
SpEd	34	34	35	41	30	42	52	56	49	51	65	66	43	78	92	93	16	~	-	~

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
67	67	71	76	22	~	19	22	70	39	43	48	89	61	78	83

GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	93.1	94.5	95.0	96.0	97.0
H	93.3	94.4	95.1	95.9	96.9
AA	83.3	100	~	~	83.0
W	87.5	92.3	~	~	~
ELL	89.5	92.3	91.3	95.5	96.5
SPED	92.1	90.7	97.2	100	83.0

COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	41	43	86	88.6	90.6
H	41	42	86	88.6	90.6
AA	~	~	~	~	80
W	~	~	~	~	~



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
93.72	94.81	95.64	95.70	96.00

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	92	90	89	90	87	86	92	94	94	100	99	100	84	99	100	100	58	~	-	~
H	92	89	89	90	87	84	91	93	94	100	99	100	83	99	100	100	58	~	-	~
AA	86	89	60	61	71	~	100	100	86	~	100	100	86	~	100	100	67	~	-	~
W	~	100	88	89	~	~	100	100	~	~	100	100	~	~	100	100	~	~	-	~
ED	91	89	89	90	87	86	93	95	94	100	99	100	83	99	100	100	56	~	-	~
ELL	86	77	50	51	100	~	-	~	100	~	-	1	92	~	100	100	63	~	-	~
SpEd	89	~	67	68	100	~	100	100	~	~	100	100	89	100	-	~	~	~	-	~

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
84	93	93	98	23	~	28	31	82	51	54	59	91	69	89	94

## GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	96.4	94.9	96.3	95.3	96.3
H	97.8	95.5	96.1	95.1	96.1
AA	60	~	~	~	83.0
W	~	~	~	~	~
ELL	~	93.9	66.7	~	83.0
SPED	96	93.8	25.0	~	83.0

## COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	56	40	99	89.4	91.4
H	56	41	99	90.1	92.1
AA	~	~	~	~	80
W	~	~	~	~	~



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
93.22	92.11	93.34	92.21	94.00

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	62	43	52	60	68	63	47	60	75	81	86	87	64	83	80	82	32	~	-	~
H	62	42	53	61	68	63	47	60	75	80	86	87	64	82	80	82	32	~	-	~
AA	57	42	44	52	60	62	41	54	75	82	86	87	60	83	74	76	29	~	-	~
W	80	58	41	49	83	71	33	46	87	100	83	84	74	100	100	100	47	~	-	~
ED	61	42	50	58	67	62	47	60	74	81	86	87	62	82	80	82	30	~	-	~
ELL	40	23	39	47	53	53	26	39	55	71	71	72	48	69	60	62	21	~	-	~
SpEd	36	28	29	37	37	47	32	45	44	67	67	68	42	56	29	31	18	~	-	~

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
61	60	60	65	22	~	16	19	60	33	31	36	83	55	69	74

## GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	88.3	85.5	84.8	81.0	~
H	87.1	85.4	85.1	80.6	83.0
AA	96	82.5	85.2	84.0	86.0
W	90.3	94.1	~	~	~
ELL	78.1	88.5	74.4	72.7	83.0
SPED	82.8	78.3	73.8	71.7	83.0

## COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	35	39	82	79.3	81.3
H	35	40	84	79.0	81.0
AA	33	32	~	84.0	86.0
W	31	~	~	~	~



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
91.34	92.54	92.46	91.60	94.00

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	57	43	54	60	62	63	64	70	70	76	77	80	63	90	73	77	29	~	-	~
H	59	44	54	60	61	63	61	67	65	77	74	77	64	94	72	76	31	~	-	~
AA	54	43	55	61	65	62	67	73	74	74	80	83	62	87	74	78	27	~	-	~
W	45	41	53	59	~	64	50	56	70	86	100	100	56	~	67	71	~	~	-	~
ED	56	42	54	60	62	62	64	70	69	75	78	81	62	89	71	75	29	~	-	~
ELL	44	27	39	45	44	53	60	66	49	66	73	76	49	75	44	48	22	~	-	~
SpEd	46	53	27	33	34	48	38	44	44	55	50	53	55	60	43	47	34	~	-	~

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
56	59	62	67	19	~	18	21	59	36	35	40	77	53	63	68

GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	82.9	79.1	80.7	83.8	85.8
H	81.2	69.5	81.1	80.0	83.0
AA	82.4	85.4	82.1	88.8	90.8
W	100	~	~	~	~
ELL	~	~	81.0	~	83.0
SPED	88.1	71.1	73.3	77.8	83.0

COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	34	31	75	74.1	80
H	36	27	70	71.0	80
AA	36	30	80	82.0	84.0
W	~	~	~	~	~



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
92.52	92.90	92.84	93.44	94.00

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	74	52	62	70	71	63	61	70	81	82	90	91	75	90	87	88	42	~	-	~
H	74	51	62	70	71	63	61	70	81	82	90	91	75	90	87	88	42	~	-	~
AA	57	41	65	73	71	67	43	52	80	85	83	84	50	83	86	87	33	~	-	~
W	86	83	63	71	75	~	88	97	90	80	100	100	90	~	100	100	56	~	-	~
ED	72	51	60	68	70	62	60	69	81	82	89	90	74	89	86	87	41	~	-	~
ELL	49	34	46	54	60	51	50	59	61	69	82	83	56	74	63	64	27	~	-	~
SpEd	49	42	35	43	48	46	44	53	53	61	70	71	53	76	88	89	24	~	-	~

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
70	66	70	75	18	~	15	18	70	38	39	44	86	65	76	81

## GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	84.9	90.9	86.9	90.0	~
H	84.4	91.4	86.8	89.9	91.9
AA	100	81.8	~	~	83.0
W	85.7	80	~	~	~
ELL	69.6	89.8	79.4	92.1	93.1
SPED	83	88.5	72.5	75.9	83.0

## COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	39	49	84	80.9	82.9
H	38	49	85	81.2	83.2
AA	~	~	~	~	80
W	~	~	~	~	~



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
91.29	90.93	92.14	92.22	94.00

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	62	43	51	60	63	64	48	60	71	78	78	80	66	86	82	84	32	~	-	~
H	62	44	51	60	63	63	48	60	71	79	78	80	66	87	82	84	32	~	-	~
AA	45	24	52	61	~	64	57	69	~	55	86	88	~	83	67	69	~	~	-	~
W	~	58	70	79	~	~	100	100	~	83	100	100	~	~	100	100	~	~	-	~
ED	62	42	51	60	62	63	48	60	70	78	77	79	65	87	82	84	32	~	-	~
ELL	46	29	40	49	44	53	41	53	51	66	56	58	51	70	57	59	19	~	-	~
SpEd	52	39	43	52	49	53	30	42	53	66	63	65	57	88	58	60	35	~	-	~

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
59	60	59	65	19	~	15	18	61	35	34	39	80	54	68	73

GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	82.7	83.8	81.7	85.3	87.3
H	82.7	84.8	82.9	85.6	87.6
AA	~	~	~	~	83.0
W	~	~	~	~	~
ELL	86.1	82	76.2	83.6	85.6
SPED	81.8	76.3	66.7	71.8	83.0

COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	33	36	85	88.9	90.9
H	33	37	85	89.9	91.9
AA	~	~	~	~	80
W	~	~	~	~	~



**ATTENDANCE**

2012	2013	2014	2015	<b>2016 GOAL</b>
				<b>75</b>

**STAAR: Percent Passing**

READING			MATH			SCIENCE			SOCIAL STUDIES			WRITNG		
2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.





ATTENDANCE

2012	2013	2014	2015	2016 GOAL
73.88	59.23	63.79	71.87	70.00

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	38	17	30	31	37	32	39	40	33	36	34	41	32	53	39	51	11	~	-	~
H	39	17	31	32	37	31	40	41	34	32	35	42	33	53	40	52	11	~	-	~
AA	~	~	-	~	~	~	-	~	~	~	-	7	~	~	-	~	~	~	-	~
W	~	~	-	~	~	~	-	~	~	~	-	7	~	~	-	~	~	~	-	~
ED	38	16	32	33	37	31	38	39	32	38	33	40	31	50	39	51	11	~	-	~
ELL	~	~	18	19	~	~	45	46	~	~	28	35	~	~	33	45	~	~	-	~
SpEd	~	~	7	8	~	~	50	51	~	~	50	57	~	~	14	26	~	~	-	~

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
30	30	34	65	16	~	16	19	35	17	18	31	100	77	77	82

GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	39.6	57.4	50.7	~	83.0
H	39.4	56.5	49.3	~	83.0
AA	~	~	~	~	83.0
W	~	~	~	~	~
ELL	~	~	40.7	~	83.0
SPED	~	~	32.3	~	83.0

COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	28	15	27	~	80
H	28	16	28	~	80
AA	~	~	~	~	80
W	~	~	~	~	~



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
92.64	94.05	96.34	99.23	75

## STAAR: Percent Passing

READING			MATH			SCIENCE			SOCIAL STUDIES			WRITNG		
2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
97.76	97.21	96.79	96.65	97.00

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	96	94	99	100	95	94	98	99	97	99	100	100	94	100	100	100	83	~	-	~
H	95	94	99	100	95	94	98	99	97	99	100	100	94	100	100	100	83	~	-	~
AA	100	100	100	100	~	~	-	~	~	~	100	100	~	~	100	100	~	~	-	~
W	92	100	100	100	100	~	100	100	100	100	100	100	~	~	100	100	64	~	-	~
ED	94	94	99	100	95	94	97	98	97	99	100	100	94	100	100	100	83	~	-	~
ELL	92	93	88	89	100	100	100	100	100	100	100	100	82	~	100	100	64	~	-	~
SpEd	~	~	100	100	~	~	100	100	~	~	-	0	~	~	100	100	~	~	-	~

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
94	97	99	100	29	~	48	51	91	53	67	72	100	86	97	102

GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	98.8	100	98.7	100	100
H	98.7	100	98.6	100	100
AA	~	~	~	~	100
W	~	~	~	~	~
ELL	~	~	100	~	100
SPED	~	~	~	~	100

COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	78	79	99	82.7	100
H	79	79	99	83.3	100
AA	~	~	~	~	100
W	~	~	~	~	~



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
97.47	97.32	97.85	97.57	98.00

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	99	100	98	100	100	98	100	100	100	100	100	100	98	96	93	100	96	97	99	100
H	99	100	98	100	100	98	100	100	100	100	100	100	98	96	95	102	95	97	99	100
AA	100	100	92	94	100	100	100	100	100	100	100	100	100	~	86	93	100	~	100	100
W	92	100	100	100	100	100	100	100	100	100	100	100	100	~	67	74	100	~	100	100
ED	98	100	98	100	100	98	100	100	100	100	100	100	98	94	90	97	94	98	98	99
ELL	100	100	100	100		86	-	~	~	~	-	0	~	~	-	~	~	~	-	1
SpEd	~	~	-	~	~	~	-	~	~	-	~	0	~	~	-	~	~	~	-	1

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
98	99	98	100	44	~	46	49	98	66	68	73	100	80	94	99

## GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	~	~	~	100	100
H	~	~	~	100	100
AA	~	~	~	~	100
W	~	~	~	~	~
ELL	~	~	~	~	100
SPED	~	~	~	~	100

## COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	~	~	100	87.5	100
H	~	~	100	83.9	100
AA	~	~	~	~	100
W	~	~	~	~	~



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
77.02	80.37	61.98	77.64	75

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	71	~	41	42	63	~	24	25	88	~	64	65	71	~	42	43	~	~	-	~
H	~	~	45	46	~	~	31	32	~	~	67	68	~	~	50	51	~	~	-	~
AA	~	~	25	26	~	~	-	~	~	~	50	51	~	~	14	15	~	~	-	~
W	~	~	-	~	~	~	-	~	~	~	-	1	~	~	-	~	~	~	-	~
ED	~	~	41	42	~	~	25	26	83	~	67	68	83	~	41	42	~	~	-	~
ELL	~	~	14	15	~	~	33	34	~	~	-	1	~	~	-	~	~	~	-	~
SpEd	~	~	100	100	~	~	-	~	~	~	-	1	~	~	100	100	~	~	-	~

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
73	~	41	65	~	~	~	~	70	~	23	~	47	93	78	~

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			60				60

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
~	~	~		97.00

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	~	~	58	65	~	~	63	70	~	~	97	98	~	~	-	~	~	~	-	~
H	~	~	51	58	~	~	62	69	~	~	96	97	~	~	-	~	~	~	-	~
AA	~	~	86	93	~	~	56	63	~	~	100	100	~	~	-	~	~	~	-	~
W	~	~	100	100	~	~	100	100	~	~	100	100	~	~	-	~	~	~	-	~
ED	~	~	57	64	~	~	67	74	~	~	96	97	~	~	-	~	~	~	-	~
ELL	~	~	10	17	~	~	67	74	~	~	90	91	~	~	-	~	~	~	-	~
SpEd	~	~	33	40	~	~	50	57	~	~	100	100	~	~	-	~	~	~	-	~

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
~	~	73	78	~	~	1	15	~	~	38	43	~	~	29	57

GRADUATION RATE

	Class of 2012	Class of 2013	Class of 2014	Proj Class of 2015	Class of 2016 GOAL
All	~	~	~	~	~
H	~	~	~	~	~
AA	~	~	~	~	~
W	~	~	~	~	~
ELL	~	~	~	~	~
SPED	~	~	~	~	~

COLLEGE READY: Percent of Graduates Identified as College Ready

	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates GOAL
All	~	~	~	~	~
H	~	~	~	~	~
AA	~	~	~	~	~
W	~	~	~	~	~



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
94.32	94.50	95.10	93.97	94.40

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	60	59	61	65	50	44	45	65	60	47	52	64	29	28	30	50	36	42	35	53
H	60	59	62	66	50	45	53	73	61	46	54	66	29	28	31	51	36	41	35	53
AA	52	43	35	39	41	33	-	~	45	75	-	12	~	~	0	20	~	~	25	43
W	75	83	80	84	40	~	-	~	~	~	40	52	~	~	40	60	~	75	33	51
ED	59	59	60	64	49	44	51	71	59	46	50	62	29	29	26	46	37	42	34	52
ELL	35	57	51	55	38	48	57	77	31	35	45	57	~	~	14	34	24	35	24	42
SpEd	36	43	13	17	32	33	-	~	27	54	-	12	20	43	-	~	40	43	7	25

**INDEX PERFORMANCE**

2013	Index 1			2016 GOAL	2013	Index 2			2016 GOAL	2013	Index 3			2016 GOAL	2013	Index 4			2016 GOAL
	2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL	
51	47	51	65	31	29	28	31	49	23	30	35	~	8	11	14				



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
94.72	96.25	95.80	93.82	94.00

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	61	61	57	65	50	55	40	65	51	60	33	45	33	35	14	30	49	38	34	46
H	58	59	53	61	51	55	44	69	51	62	34	46	30	39	13	29	49	37	33	45
AA	64	62	61	69	43	53	46	71	48	54	29	41	36	30	7	23	50	34	34	46
W	~	69	100	100	86	69	-	~	~	~	50	62	~	~	75	91	~	~	60	72
ED	61	60	56	64	49	54	44	69	52	59	33	45	34	35	14	30	49	39	33	45
ELL	48	43	33	41	53	51	36	61	37	53	35	47	~	~	20	36	31	27	14	26
SpEd	43	53	50	58	40	58	-	~	48	40	50	62	50	33	-	~	36	48	5	17

## INDEX PERFORMANCE

2013	Index 1			2016 GOAL	2013	Index 2			2016 GOAL	2013	Index 3			2016 GOAL	2013	Index 4			2016 GOAL
	2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL	
51	53	43	65	36	33	28	31	50	27	22	27	~	15	11	14				





**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
94.48	96.11	96.65	97.46	97.80

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	64	65	60	65	59	59	54	65	61	60	42	62	37	40	29	55	45	54	49	66
H	62	65	59	64	48	60	56	67	64	56	39	59	39	40	28	54	44	54	47	64
AA	71	64	62	67	63	55	64	75	44	75	56	76	~	38	33	59	54	53	58	75
W	~	~	100	100	~	~	-	~	~	~	-	20	~	~	-	~	~	~	100	100
ED	63	65	59	64	59	59	58	69	61	61	42	62	35	41	29	55	45	54	49	66
ELL	46	47	39	44	56	47	47	58	67	~	13	33	44	~	25	51	~	28	18	35
SpEd	59	74	33	38	49	68	-	~	50	68	33	53	40	56	17	43	55	63	33	50

**INDEX PERFORMANCE**

2013	Index 1			2016 GOAL	2013	Index 2			2016 GOAL	2013	Index 3			2016 GOAL	2013	Index 4			2016 GOAL
	2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL	
57	59	51	65	36	33	28	31	54	30	26	31	~	15	11	14				



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
95.66	95.84	96.16	96.16	96.50

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	69	72	70	76	63	67	68	74	59	51	56	65	36	46	42	55	54	47	51	62
H	69	72	70	76	63	67	73	79	59	52	55	64	35	46	42	55	55	48	51	62
AA	~	~	50	56	~	~	-	~	~	~	-	9	~	~	-	~	~	~	-	11
W	~	~	100	100	~	~	-	~	~	~	100	100	~	~	-	~	~	~	-	11
ED	68	72	69	75	62	68	72	78	59	52	54	63	35	45	40	53	53	46	51	62
ELL	44	54	41	47	49	57	66	72	53	33	18	27	26	37	15	28	39	26	20	31
SpEd	64	69	80	86	58	70	-	~	48	53	100	100	48	42	100	100	58	46	100	100

**INDEX PERFORMANCE**

2013	Index 1				2013	Index 2				2013	Index 3				2013	Index 4			
	2014	2015	2016 GOAL	2014		2015	2016 GOAL	2014	2015		2016 GOAL	2014	2015	2016 GOAL		2014	2015	2016 GOAL	
61	62	61	66	29	32	29	32	58	30	36	41	~	16	18	21				



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
94.34	93.95	93.38	93.31	94.00

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	58	59	58	65	54	58	50	65	46	63	46	64	33	38	34	57	43	40	39	60
H	58	59	58	65	54	58	55	70	46	62	46	64	33	37	34	57	43	40	39	60
AA	58	50	50	57	42	50	-	~	~	~	33	51	~	~	17	40	~	~	50	71
W	~	~	33	40	~	~	-	~	~	~	-	18	~	~	-	~	~	~	50	71
ED	57	58	58	65	54	57	55	70	44	62	46	64	32	37	35	58	43	41	39	60
ELL	35	41	40	47	42	49	39	54	29	49	21	39	23	13	16	39	19	34	21	42
SpEd	41	66	50	57	37	45	-	~	23	70	20	38	23	44	-	~	32	66	50	71

## INDEX PERFORMANCE

2013	Index 1			2016 GOAL	2013	Index 2			2016 GOAL	2013	Index 3			2016 GOAL	2013	Index 4			2016 GOAL
	2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL	
51	54	50	65	31	30	30	33	52	27	33	38	~	12	12	15				



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
94.32	94.75	95.11	94.17	94.50

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	70	69	70	76	63	63	62	70	59	56	55	65	54	46	51	62	60	57	61	69
H	70	69	70	76	63	63	66	74	57	55	55	65	53	46	52	63	61	58	62	70
AA	61	71	58	64	56	60	-	~	88	~	33	43	86	~	33	44	~	~	33	41
W	75	81	71	77	63	75	-	~	83	~	-	10	83	~	100	100	~	~	57	65
ED	67	67	69	75	61	62	64	72	56	54	53	63	51	43	48	59	59	55	62	70
ELL	56	53	52	58	57	52	50	58	48	33	35	45	48	25	28	39	46	58	40	48
SpEd	53	56	55	61	48	54	-	~	42	68	-	10	43	57	-	~	50	40	67	75

**INDEX PERFORMANCE**

2013	Index 1				Index 2				Index 3				Index 4			
	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	
63	62	64	69	31	30	33	36	61	31	42	47	~	18	19	22	



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
94.23	96.19	96.35	96.97	97.20

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	60	72	66	70	63	69	57	65	49	56	46	61	31	42	40	57	44	64	56	68
H	60	71	66	70	63	69	63	71	48	57	45	60	32	41	40	57	44	65	56	68
AA	71	~	-	~	~	~	-	~	~	~	-	15	~	~	-	~	~	~	-	12
W	~	~	100	100	~	~	-	~	~	~	100	100	~	~	100	100	~	~	-	12
ED	60	71	65	69	63	69	63	71	49	57	46	61	31	41	41	58	44	65	56	68
ELL	51	55	39	43	50	53	60	68	46	44	20	35	~	38	20	37	~	50	43	55
SpEd	47	72	56	60	60	76	-	~	41	70	-	15	36	55	-	~	~	87	-	12

**INDEX PERFORMANCE**

2013	Index 1				Index 2				Index 3				Index 4			
	2014	2015	2016 GOAL	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
55	64	58	65	65	33	35	29	32	50	32	35	40	~	15	12	15



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
94.31	94.83	95.59	95.19	95.40

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	64	65	69	70	60	53	52	65	63	46	70	75	29	34	49	60	50	50	61	69
H	64	65	69	70	61	54	58	71	63	46	70	75	30	33	49	60	51	49	61	69
AA	100	60	33	34	~	~	-	~	~	~	50	55	~	~	50	61	~	~	-	8
W	67	~	83	84	~	~	-	~	~	~	100	100	~	~	100	100	~	~	100	100
ED	63	65	69	70	60	53	57	70	61	46	69	74	27	33	48	59	50	50	61	69
ELL	40	48	51	52	63	44	43	56	54	32	61	66	~	~	35	46	~	38	42	50
SpEd	52	43	75	76	46	26	-	~	62	40	100	100	30	32	100	100	39	33	-	8

## INDEX PERFORMANCE

2013	Index 1			2016 GOAL	2013	Index 2			2016 GOAL	2013	Index 3			2016 GOAL	2013	Index 4			2016 GOAL
	2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL	
57	54	66	71		34	30	34	37		55	27	41	46		~	11	19	22	



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
95.16	95.03	95.03	94.97	95.20

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	68	69	67	70	69	60	58	65	65	45	47	55	59	33	42	51	51	47	46	54
H	68	70	66	69	70	60	64	71	66	46	48	56	59	31	42	51	50	46	45	53
AA	72	64	71	74	60	71	76	83	53	45	42	50	60	45	39	48	65	60	69	77
W	46	75	73	76	46	42	-	~	~	~	50	58	~	~	67	76	~	~	-	8
ED	68	69	65	68	68	59	64	71	65	45	45	53	58	33	41	50	51	46	44	52
ELL	42	44	47	50	54	45	57	64	33	17	32	40	45	~	14	23	26	32	33	41
SpEd	55	63	25	28	53	52	22	29	61	38	33	41	52	21	38	47	48	49	10	18

**INDEX PERFORMANCE**

2013	Index 1				Index 2				Index 3				Index 4			
	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	
65	57	57	65	36	29	31	34	65	30	41	46	~	16	19	22	



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
94.76	95.20	95.56	95.80	96.20

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	66	70	73	75	69	69	72	75	57	58	58	65	51	48	37	60	58	58	65	70
H	66	70	73	75	69	69	76	79	58	57	57	64	52	47	37	60	58	57	64	69
AA	73	91	65	67	70	82	-	~	~	~	100	100	~	~	33	56	~	~	50	55
W	70	~	75	77	60	~	-	~	~	~	100	100	~	~	100	100	~	~	100	100
ED	65	69	72	74	67	69	74	77	56	55	57	64	49	46	35	58	56	56	64	69
ELL	46	46	47	49	64	63	56	59	~	40	29	36	~	25	10	33	41	26	42	47
SpEd	35	56	67	69	50	58	-	~	~	~	100	100	33	~	-	~	40	57	50	55

**INDEX PERFORMANCE**

2013	Index 1				2013	Index 2				2013	Index 3				2013	Index 4			
	2014	2015	2016 GOAL	2014		2015	2016 GOAL	2014	2015		2016 GOAL	2014	2015	2016 GOAL		2014	2015	2016 GOAL	
64	65	64	69	32	28	32	35	62	33	45	50	~	20	21	24				





## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
94.08	94.64	94.44	94.78	95.00

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	62	61	67	70	49	53	56	65	49	31	37	50	25	30	45	56	41	40	61	68
H	62	62	67	70	50	54	61	70	48	31	37	50	23	29	45	56	42	41	62	69
AA	48	41	55	58	29	22	-	~	~	~	14	27	~	~	14	25	~	~	56	63
W	71	71	92	95	55	64	-	~	89	~	67	80	56	~	83	94	~	~	67	74
ED	61	61	66	69	48	52	61	70	49	29	37	50	24	28	43	54	40	39	61	68
ELL	43	49	39	42	44	44	44	53	23	24	31	44	~	~	31	42	32	~	13	20
SpEd	61	54	88	91	58	51	-	~	41	50	75	88	~	45	75	86	40	47	25	32

## INDEX PERFORMANCE

2013	Index 1			2016 GOAL	2013	Index 2			2016 GOAL	2013	Index 3			2016 GOAL	2013	Index 4			2016 GOAL
	2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL	
50	49	59	65	31	29	31	34	47	22	33	38	~	7	13	16				



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
94.38	94.29	95.26	95.62	95.80

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	67	67	71	78	61	59	65	74	59	57	64	73	46	30	34	54	52	43	45	61
H	57	67	72	79	61	58	71	80	58	56	64	73	44	29	34	54	52	44	45	61
AA	50	~	33	40	45	50	-	~	~	~	-	9	~	~	-	~	~	~	33	49
W	75	83	71	78	75	~	-	~	83	~	-	9	100	~	-	~	~	~	67	83
ED	66	67	70	77	60	58	70	79	58	57	63	72	44	28	33	53	50	42	45	61
ELL	46	46	49	56	50	48	60	69	41	30	54	63	16	17	19	39	41	21	15	31
SpEd	71	53	47	54	67	54	-	~	70	45	100	100	50	25	33	53	58	63	20	36

**INDEX PERFORMANCE**

2013	Index 1				Index 2				Index 3				Index 4			
	2014	2015	2016 GOAL	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
60	56	59	65	65	33	33	29	32	61	28	34	39	~	14	12	15



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.02	96.10	96.76	96.61	96.90

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	75	79	76	78	70	72	65	70	58	64	65	70	46	45	49	70	67	65	74	75
H	74	78	76	78	70	71	69	74	57	63	65	70	45	45	48	69	67	65	74	75
AA	~	~	100	100	~	~	-	~	~	~	-	5	~	~	-	~	~	~	100	100
W	85	93	100	100	92	93	-	~	~	100	75	80	~	~	100	100	83	~	100	100
ED	74	78	76	78	70	71	68	73	57	63	65	70	46	44	49	70	66	64	74	75
ELL	62	65	60	62	64	61	55	60	35	36	43	48	23	24	23	44	50	51	54	55
SpEd	63	72	70	72	58	66	-	~	52	50	50	55	52	29	100	100	56	68	33	34

INDEX PERFORMANCE

2013	Index 1				2013	Index 2				2013	Index 3				2013	Index 4			
	2014	2015	2016 GOAL	2016 GOAL		2014	2015	2016 GOAL	2016 GOAL		2014	2015	2016 GOAL	2016 GOAL		2014	2015	2016 GOAL	2016 GOAL
67	69	71	76	76	35	33	35	38	38	67	35	43	48	48	~	23	23	26	26



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
95.13	94.99	94.66	94.72	95.00

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	66	62	60	65	61	51	45	65	53	49	35	56	33	38	23	49	58	36	50	65
H	66	62	59	64	61	50	51	71	54	48	35	56	32	39	23	49	57	36	49	64
AA	~	64	91	96	71	50	-	~	~	~	-	21	~	~	-	~	~	~	80	95
W	83	89	83	88	83	78	-	~	~	~	40	61	~	~	20	46	~	~	100	100
ED	65	61	59	64	60	50	51	71	52	48	34	55	32	37	22	48	57	34	50	65
ELL	45	50	38	43	52	38	40	60	38	32	15	36	13	24	6	32	45	30	34	49
SpEd	54	42	32	37	47	26	-	~	53	26	-	21	35	32	-	~	39	29	11	26

INDEX PERFORMANCE

2013	Index 1			2016 GOAL	2013	Index 2			2016 GOAL	2013	Index 3			2016 GOAL	2013	Index 4			2016 GOAL
	2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL			2014	2015	2016 GOAL	
58	51	49	65	34	27	26	29	56	24	35	40	~	14	13	16				



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
84.07	83.42	81.35	81.44	84.00

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	96	64	7	65	70	~	14	67	61	~	0	67	74	~	50	61	71	~	-	~
H	95	64	10	68	70	~	17	70	67	~	-	67	75	~	50	61	~	~	-	~
AA	~	~	-	~	~	~	-	~	~	~	-	67	~	~	-	~	~	~	-	~
W	~	~	-	~	~	~	-	~	~	~	-	67	~	~	-	~	~	~	-	~
ED	96	60	-	~	68	~	25	78	63	~	-	67	72	~	33	44	77	~	-	~
ELL	~	~	-	~	~	~	-	~	~	~	-	67	~	~	-	~	~	~	-	~
SpEd	96	64	7	65	70	~	14	67	61	~	-	67	74	~	50	61	71	~	-	~

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
76	58	15	65	~	~	15	~	73	33	21	~	45	39	47	~

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			60				60

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.33	96.12	96.48	96.06	96.61

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	80	77	72	76	79	76	73	77	76	79	79	82	~	~	-	~	90	73	54	61
H	81	77	72	76	80	75	70	74	75	78	78	81	~	~	-	~	90	72	55	62
AA	~	~	67	71	~	~	-	~	~	~	100	100	~	~	-	~	~	~	-	7
W	86	~	100	100	~	~	-	~	~	~	100	100	~	~	-	~	~	~	-	7
ED	81	76	71	75	79	75	70	74	74	79	78	81	~	~	-	~	90	75	55	62
ELL	76	63	58	62	90	70	66	70	74	54	73	76	~	~	-	~	93	100	58	65
SpEd	75	73	25	29	75	86	-	~	~	~	-	3	~	~	-	~	~	~	-	7

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
81	76	70	75	49	46	38	41	80	45	38	43	~	30	26	29

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
42	48	49	54	81	76	81	86

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.94	96.79	96.91	96.60	96.90

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	76	76	71	75	77	82	72	75	63	76	68	70	79	76	68	70	64	71	47	64
H	77	74	71	75	78	82	72	75	64	77	69	71	79	75	68	70	63	72	47	64
AA	63	89	67	71	~	67	-	~	~	~	-	2	~	~	-	~	~	~	-	17
W	~	~	80	84	~	~	-	~	~	~	-	2	~	~	-	~	~	~	100	100
ED	75	74	68	72	75	81	70	73	63	71	63	65	79	80	62	64	65	69	46	63
ELL	50	33	32	36	58	58	56	59	~	~	29	31	~	~	-	~	~	~	-	17
SpEd	62	56	41	45	67	59	-	~	~	~	20	22	~	~	-	~	71	55	20	37

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
73	77	67	72	35	36	40	43	74	43	34	39	~	27	24	27

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
71	83	85	90	85	75	72	77

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
95.75	95.69	96.08	95.17	95.72

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	63	59	59	65	56	59	54	65	53	48	53	65	~	~	-	~	59	68	72	75
H	64	58	60	66	57	59	52	63	51	47	54	66	~	~	-	~	62	66	70	73
AA	56	63	33	39	~	63	-	~	~	~	-	12	~	~	-	~	~	~	100	100
W	~	~	-	~	~	~	-	~	~	~	-	12	~	~	-	~	~	~	-	3
ED	63	58	58	64	56	59	52	63	53	50	54	66	~	~	-	~	59	67	73	76
ELL	50	60	52	58	43	67	71	82	~	36	63	75	~	~	-	~	53	87	69	72
SpEd	48	41	100	100	38	46	-	~	~	~	100	100	~	~	-	~	~	~	-	3

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
59	59	61	66	48	43	42	45	61	32	32	37	~	15	11	14

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
27	29	54	59	61	71	67	72

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.





ATTENDANCE

2012	2013	2014	2015	2016 GOAL
95.99	96.10	96.34	95.66	96.21

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	74	81	88	92	98	75	81	85	60	69	70	78	~	~	-	~	73	82	86	90
H	74	81	87	91	66	76	80	84	57	70	68	76	~	~	-	~	75	81	88	92
AA	100	~	100	100	100	~	-	~	~	~	100	100	~	~	-	~	~	~	-	4
W	75	75	83	87	71	75	-	~	~	~	100	100	~	~	-	~	~	~	100	100
ED	74	80	84	88	67	73	76	80	57	69	64	72	~	~	-	~	69	81	84	88
ELL	~	~	73	77	~	~	-	~	~	~	25	33	~	~	-	~	~	~	80	84
SpEd	50	81	100	100	33	73	-	~	~	50	100	100	~	~	-	~	~	71	-	4

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
70	77	84	89	48	52	41	44	68	43	45	50	~	27	32	35

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
54	53	58	63	78	78	80	85

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.63	96.34	97.03	96.26	96.81

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	68	65	65	70	59	70	72	76	~	58	78	80	~	~	-	~	57	80	58	64
H	68	65	66	71	59	71	66	70	62	57	77	79	~	~	-	~	54	80	58	64
AA	~	~	-	~	~	~	-	~	~	~	100	100	~	~	-	~	~	~	-	6
W	88	~	100	100	63	~	-	~	~	~	-	2	~	~	-	~	~	~	100	100
ED	67	64	64	69	57	69	64	68	59	57	76	78	~	~	-	~	58	79	55	61
ELL	45	56	47	52	48	60	56	60	71	46	54	56	~	~	-	~	~	59	44	50
SpEd	44	71	100	100	33	59	-	~	~	~	-	2	~	~	-	~	~	83	50	56

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
63	68	65	70	43	56	40	43	64	39	36	41	~	25	24	27

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
71	64	56	61	78	85	76	81

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.97	97.05	97.39	96.93	97.00

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	87	81	80	82	81	76	80	82	83	71	75	78	75	53	67	71	79	76	72	75
H	86	81	78	80	79	75	75	77	82	68	74	77	73	53	65	69	77	74	71	74
AA	~	~	60	62	~	~	-	~	~	~	50	53	~	~	-	~	~	~	-	3
W	100	89	95	97	100	84	-	~	100	~	100	100	~	~	100	100	100	100	80	83
ED	81	76	71	73	74	71	73	75	78	67	65	68	67	48	62	66	68	65	67	70
ELL	56	43	64	66	44	40	56	58	~	~	33	36	~	~	-	~	40	~	75	78
SpEd	43	31	80	82	43	~	-	~	~	~	-	3	~	~	-	~	~	~	50	53

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
83	76	77	82	48	46	39	42	87	37	38	43	~	36	34	37

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
42	47	58	63	91	74	69	74

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
96.91	96.81	96.81	96.55	97.10

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	75	69	79	85	66	75	82	84	55	53	69	80	~	~	-	~	61	56	68	79
H	74	69	79	85	64	74	82	84	55	48	66	77	~	~	-	~	57	58	67	78
AA	82	67	77	83	76	92	-	~	~	100	100	100	~	~	-	~	~	~	100	100
W	~	~	100	100	~	~	-	~	~	~	100	100	~	~	-	~	~	~	100	100
ED	74	69	79	85	66	75	82	84	55	53	68	79	~	~	-	~	62	56	68	79
ELL	64	57	68	74	55	73	82	84	~	~	79	90	~	~	-	~	38	45	50	61
SpEd	69	42	75	81	44	53	-	~	~	~	-	11	~	~	-	~	~	~	33	44

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
67	68	75	80	44	42	42	45	67	35	39	44	~	15	22	25

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
39	44	51	56	74	64	71	76

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.67	96.59	97.45	96.59	97.17

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	78	77	81	83	79	80	81	84	64	77	74	79	~	~	-	~	72	80	77	79
H	78	77	81	83	79	80	78	81	64	77	74	79	~	~	-	~	72	80	77	79
AA	~	~	-	~	~	~	-	~	~	~	-	5	~	~	-	~	~	~	-	2
W	~	~	-	~	~	~	-	~	~	~	-	5	~	~	-	~	~	~	-	2
ED	77	77	80	82	78	79	76	79	62	76	74	79	~	~	-	~	68	80	76	78
ELL	60	85	77	79	87	82	76	79	60	64	73	78	~	~	-	~	56	79	71	73
SpEd	77	60	33	35	68	60	-	~	~	45	100	100	~	~	-	~	70	~	50	52

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
76	79	79	84	42	45	46	49	74	45	42	47	~	26	18	21

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
48	45	46	51	75	78	76	81

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
95.79	95.34	95.45	95.45	96.00

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	76	71	71	78	62	65	63	73	59	50	59	70	~	~	-	~	91	86	73	79
H	79	69	73	80	60	69	63	73	57	35	71	82	~	~	-	~	100	94	68	74
AA	70	74	67	74	60	60	51	61	58	59	44	55	~	~	-	~	82	75	79	85
W	86	~	67	74	71	~	-	~	~	~	-	11	~	~	-	~	~	~	50	56
ED	76	71	69	76	62	65	55	65	61	50	61	72	~	~	-	~	91	85	73	79
ELL	~	~	80	87	~	~	-	~	~	~	-	11	~	~	-	~	~	~	-	6
SpEd	100	82	50	57	71	65	-	~	~	~	-	11	~	~	-	~	~	86	-	6

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
70	68	70	75	40	51	53	56	74	38	39	44	~	22	22	25

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
30	31	40	45	69	70	78	83

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
96.57	96.64	96.32	96.07	96.62

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	69	63	60	72	57	63	63	74	65	80	71	79	~	~	-	~	60	63	48	65
H	68	64	60	72	57	64	58	69	64	81	71	79	~	~	-	~	60	63	48	65
AA	~	~	-	~	~	~	-	~	~	~	-	8	~	~	-	~	~	~	-	17
W	~	~	100	100	~	~	-	~	~	~	-	8	~	~	-	~	~	~	100	100
ED	68	63	59	71	56	63	57	68	66	79	69	77	~	~	-	~	58	63	45	62
ELL	56	54	42	54	50	71	53	64	69	60	77	85	~	~	-	~	24	~	20	37
SpEd	41	72	57	69	~	61	-	~	~	78	100	100	~	~	-	~	~	~	-	17

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
63	65	59	65	43	41	34	37	66	37	30	35	~	17	19	22

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
58	56	55	60	80	79	77	82

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.85	96.22	96.76	96.58	97.13

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	~	~	69	76	~	~	70	77	~	~	-	77	~	~	-	~	~	~	-	77
H	~	~	67	74	~	~	64	71	~	~	-	77	~	~	-	~	~	~	-	77
AA	~	~	-	~	~	~	-	~	~	~	-	77	~	~	-	~	~	~	-	77
W	~	~	100	100	~	~	-	~	~	~	-	77	~	~	-	~	~	~	-	77
ED	~	~	65	72	~	~	61	68	~	~	-	77	~	~	-	~	~	~	-	77
ELL	~	~	71	78	~	~	-	~	~	~	-	77	~	~	-	~	~	~	-	77
SpEd	~	~	100	100	~	~	-	~	~	~	-	77	~	~	-	~	~	~	-	77

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
P155	P155	69	74	P155	P155	~	~	P155	P155	42	47	P155	P155	44	47

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
59	63	57	62	82	77	73	78

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.





## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.03	96.10	95.54	95.31	95.86

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	50	45	51	65	53	48	45	65	42	48	38	65	~	~	-	~	46	33	44	65
H	50	45	52	66	52	49	42	62	42	47	37	64	~	~	-	~	46	33	45	66
AA	~	~	44	58	~	~	-	~	~	~	67	94	~	~	-	~	~	~	-	21
W	~	~	-	~	~	~	-	~	~	~	-	27	~	~	-	~	~	~	-	21
ED	50	45	51	65	52	49	42	62	42	48	38	65	~	~	-	~	46	34	44	65
ELL	48	47	49	63	48	47	39	59	44	39	38	65	~	~	-	~	36	25	42	63
SpEd	77	38	-	~	70	51	-	~	42	~	-	27	~	~	-	~	~	~	33	54

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
49	45	47	65	38	40	40	43	50	23	24	29	~	10	8	12

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
26	55	53	58	75	75	79	84

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
95.74	96.02	95.79	95.73	96.28

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	44	58	49	70	47	65	58	70	48	49	34	60	~	~	-	~	46	56	67	75
H	40	57	51	72	46	64	58	70	44	43	34	60	~	~	-	~	41	56	69	77
AA	80	~	-	~	64	~	-	~	~	~	-	26	~	~	-	~	~	~	-	8
W	~	~	-	~	~	~	-	~	~	~	-	26	~	~	-	~	~	~	-	8
ED	44	58	49	70	47	65	57	69	47	48	35	61	~	~	-	~	46	56	67	75
ELL	34	70	58	79	38	80	74	86	~	~	31	57	~	~	-	~	~	85	92	100
SpEd	41	68	60	81	50	84	-	~	~	63	50	76	~	~	-	~	75	~	50	58

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
46	59	50	65	31	54	41	44	50	32	28	33	~	14	13	16

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
43	51	56	61	78	82	78	83

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
96.29	96.22	96.68	95.91	96.46

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	58	59	66	73	56	61	61	69	73	71	33	68	~	~	-	~	43	59	59	68
H	58	59	66	73	56	61	59	67	73	71	33	68	~	~	-	~	43	59	59	68
AA	~	~	-	~	~	~	-	~	~	~	-	35	~	~	-	~	~	~	-	9
W	~	~	67	74	~	~	-	~	~	~	-	35	~	~	-	~	~	~	100	100
ED	57	59	66	73	55	60	58	66	73	72	34	69	~	~	-	~	42	58	59	68
ELL	55	64	70	77	65	69	65	73	67	65	29	64	~	~	-	~	33	67	76	85
SpEd	39	55	50	57	52	65	-	~	71	58	-	35	~	~	-	~	~	~	100	100

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
57	61	57	65	37	54	49	52	58	34	28	33	~	18	15	18

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
56	64	57	62	78	68	66	71

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.59	96.97	96.86	96.18	96.73

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	65	65	67	74	65	57	62	70	65	72	88	90	~	~	-	~	37	69	53	65
H	65	65	66	73	65	58	58	66	64	73	86	88	~	~	-	~	37	67	52	64
AA	~	~	100	100	~	~	-	~	~	~	-	2	~	~	-	~	~	~	-	12
W	~	~	100	100	~	~	-	~	~	~	-	2	~	~	-	~	~	~	100	100
ED	63	65	65	72	65	57	55	63	61	71	86	88	~	~	-	~	35	68	50	62
ELL	63	59	53	60	75	61	63	71	63	55	75	77	~	~	-	~	~	~	36	48
SpEd	53	46	25	32	32	~	-	~	~	~	100	100	~	~	-	~	~	~	-	12

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
61	64	67	72	38	55	41	44	56	38	37	42	~	23	20	23

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
61	62	53	58	84	81	69	74

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
95.92	95.48	95.45	95.53	96.08

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	68	66	72	74	71	67	72	74	63	67	69	74	~	~	-	~	45	58	61	66
H	68	65	73	75	69	67	66	68	64	68	68	73	~	~	-	~	43	57	63	68
AA	~	71	64	66	83	71	-	~	~	~	75	80	~	~	-	~	~	~	50	55
W	86	~	50	52	86	~	-	~	~	~	-	5	~	~	-	~	~	~	-	5
ED	67	64	72	74	69	66	67	69	60	64	68	73	~	~	-	~	43	58	62	67
ELL	~	~	50	52	~	~	-	~	~	~	33	38	~	~	-	~	~	~	67	72
SpEd	54	55	33	35	50	55	-	~	~	50	33	38	~	~	-	~	~	~	-	5

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
65	66	69	74	36	40	45	48	60	35	36	41	~	18	19	22

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
44	48	41	46	64	60	64	69

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.01	95.67	95.81	95.02	95.57

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	62	63	59	65	63	66	57	65	42	73	58	65	~	~	~	~	62	65	56	65
H	67	63	57	65	67	69	47	65	45	76	59	66	~	~	-	~	66	68	53	62
AA	28	56	63	~	39	50	-	~	~	~	25	~	~	~	~	~	~	~	71	~
W	67	83	100	~	56	~	-	~	~	~	100	~	~	-	~	~	~	~	-	~
ED	62	62	58	65	62	65	50	65	42	69	59	66	~	~	~	~	62	66	57	66
ELL	~	~	100	65	~	~	-	65	~	~	-	7	~	~	-	~	~	~	100	100
SpEd	56	67	80	65	38	50	-	65	~	~	50	57	~	~	-	~	~	~	-	9

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
60	66	58	65	41	51	45	48	57	35	32	37	~	21	12	15

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
32	43	41	46	69	74	68	73

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
97.68	96.94	97.32	96.40	96.95

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	74	73	70	75	84	82	78	81	64	53	75	79	~	~	-	~	79	86	56	65
H	72	73	69	74	85	82	70	73	63	53	74	78	~	~	-	~	79	85	55	64
AA	~	~	-	~	~	~	-	~	~	~	-	4	~	~	-	~	~	~	-	9
W	100	89	86	91	71	100	-	~	~	~	100	100	~	~	-	~	~	~	100	100
ED	73	73	69	74	84	82	70	73	62	52	75	79	~	~	-	~	79	86	54	63
ELL	62	75	66	71	86	84	72	75	69	45	71	75	~	~	-	~	88	79	35	44
SpEd	70	83	38	43	55	72	-	~	~	63	50	54	~	~	-	~	86	88	25	34

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
77	76	68	73	50	50	35	38	74	42	37	42	~	26	24	27

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
60	70	71	76	96	92	85	90

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.35	95.55	95.56	95.70	96.25

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	65	61	44	65	46	45	36	65	50	70	32	49	~	~	-	~	41	39	33	50
H	68	70	50	71	51	50	43	72	60	67	33	50	~	~	-	~	38	47	33	50
AA	61	49	38	59	39	41	17	46	38	78	22	39	~	~	-	~	50	~	38	55
W	~	~	50	71	~	~	-	~	~	~	100	100	~	~	-	~	~	~	-	17
ED	65	62	43	64	46	45	31	60	50	69	33	50	~	~	-	~	41	39	33	50
ELL	~	~	60	81	~	~	-	~	~	~	100	100	~	~	-	~	~	~	50	67
SpEd	53	72	100	100	59	56	-	~	~	~	100	100	~	~	-	~	~	~	-	17

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
53	54	39	65	46	48	29	32	51	28	20	28	~	13	12	15

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
27	24	57	62	69	65	63	68

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.





ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.62	96.59	96.80	96.34	97.27

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	66	69	75	77	66	70	68	70	76	72	68	70	~	~	-	~	54	64	57	60
H	67	69	75	77	67	70	66	68	76	72	69	71	~	~	-	~	55	64	57	60
AA	~	~	100	100	~	~	-	~	~	~	-	2	~	~	-	~	~	~	-	3
W	~	~	50	52	~	~	-	~	~	~	-	2	~	~	-	~	~	~	-	3
ED	64	68	74	76	65	69	65	67	75	71	66	68	~	~	-	~	53	63	56	59
ELL	57	68	65	67	70	75	67	69	50	70	67	69	~	~	-	~	45	52	44	47
SpEd	74	73	60	62	69	70	-	~	69	77	50	52	~	~	-	~	55	70	100	100

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
66	69	70	75	46	51	46	49	66	38	36	41	~	21	21	24

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
52	68	66	71	79	81	90	95

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.96	96.95	97.78	96.92	97.83

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	70	70	63	69	61	63	60	66	53	59	78	81	~	~	-	~	55	53	46	65
H	71	71	63	69	63	63	58	64	53	58	78	81	~	~	-	~	58	52	48	67
AA	~	~	-	~	~	~	-	~	~	~	-	3	~	~	-	~	~	~	-	19
W	~	~	100	100	~	~	-	~	~	~	-	3	~	~	-	~	~	~	-	19
ED	69	61	64	70	60	60	60	66	53	69	78	81	~	~	-	~	55	67	48	67
ELL	50	57	62	68	~	59	-	~	~	73	67	70	~	~	-	~	~	78	75	94
SpEd	56	79	-	~	44	53	-	~	~	~	-	3	~	~	-	~	~	~	-	19

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
63	64	62	67	41	48	37	40	63	35	34	39	~	17	21	24

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
56	80	68	73	75	81	83	88

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
96.54	96.58	97.36	96.76	97.68

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	58	61	71	68	58	61	73	76	47	71	80	72	~	~	-	~	32	68	57	44
H	56	61	72	69	57	62	70	73	46	71	81	73	~	~	-	~	31	69	58	45
AA	100	~	63	60	86	~	-	~	~	~	67	59	~	~	-	~	~	~	33	20
W	~	~	-	~	~	~	-	~	~	~	-	-8	~	~	-	~	~	~	-	-13
ED	58	61	71	68	58	60	70	73	47	69	80	72	~	~	-	~	31	67	57	44
ELL	42	57	74	71	58	59	71	74	33	73	70	62	~	~	-	~	~	78	75	62
SpEd	60	52	12	9	50	38	-	~	~	~	-	-8	~	~	-	~	~	~	11	-2

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
53	63	70	75	48	55	45	48	52	35	39	44	~	17	14	17

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
40	50	53	58	63	69	73	78

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
96.28	96.38	96.30	96.14	96.08

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	73	72	78	81	68	75	73	77	69	75	68	72	~	~	-	~	53	70	73	76
H	73	71	79	82	63	75	71	75	69	75	69	73	~	~	-	~	53	70	73	76
AA	~	~	50	53	~	86	-	~	~	~	67	71	~	~	-	~	~	~	50	53
W	63	100	100	100	88	88	-	~	~	~	-	4	~	~	-	~	~	~	100	100
ED	72	72	78	81	67	74	70	74	69	74	67	71	~	~	-	~	52	70	71	74
ELL	86	85	80	83	86	89	82	86	73	62	71	75	~	~	-	~	65	86	75	78
SpEd	69	67	100	100	38	43	-	~	~	~	-	4	~	~	-	~	~	~	100	100

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
68	73	75	80	50	56	45	48	63	41	41	46	~	27	24	27

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
48	51	54	59	79	85	85	90

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
95.96	95.94	96.03	95.79	96.66

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	64	58	57	66	58	51	42	65	58	58	35	50	~	~	-	~	49	52	49	60
H	64	58	57	66	58	51	39	62	59	58	34	49	~	~	-	~	48	51	51	62
AA	~	~	20	29	~	~	-	~	~	~	50	65	~	~	-	~	~	~	-	11
W	71	~	83	92	71	~	-	~	~	~	100	100	~	~	-	~	~	~	25	36
ED	63	57	57	66	58	51	40	63	56	57	38	53	~	~	-	~	49	51	49	60
ELL	50	60	68	77	50	56	48	71	29	46	31	46	~	~	-	~	44	59	73	84
SpEd	60	67	33	42	44	52	-	~	~	42	-	15	~	~	-	~	~	45	-	11

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
59	55	50	65	39	39	47	50	59	30	25	30	~	13	9	12

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
48	53	56	61	69	75	69	74

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.78	96.23	96.35	95.92	96.69

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	64	53	67	76	63	63	71	79	64	51	61	73	~	~	-	~	43	46	44	63
H	63	53	67	76	62	62	64	72	64	50	61	73	~	~	-	~	41	46	44	63
AA	~	~	-	~	~	~	-	~	~	~	-	12	~	~	-	~	~	~	-	19
W	~	~	100	100	~	~	-	~	~	~	-	12	~	~	-	~	~	~	-	19
ED	62	53	66	75	61	62	64	72	62	49	61	73	~	~	-	~	40	44	43	62
ELL	45	39	61	70	51	56	67	75	53	26	47	59	~	~	-	~	33	25	55	74
SpEd	53	53	-	~	47	59	-	~	~	~	-	12	~	~	-	~	~	~	-	19

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
60	56	61	66	35	36	39	42	60	27	30	35	~	15	16	19

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
43	52	63	68	76	67	68	73

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.45	96.05	96.30	95.92	96.80

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	61	55	76	80	53	64	69	75	48	54	74	78	~	~	-	~	39	60	59	67
H	59	59	74	78	56	68	67	73	54	67	76	80	~	~	-	~	35	60	60	68
AA	59	49	80	84	47	60	69	75	36	28	70	74	~	~	-	~	42	58	56	64
W	100	~	-	~	100	~	-	~	~	~	-	4	~	~	-	~	~	~	-	8
ED	60	54	75	79	53	63	68	74	48	50	74	78	~	~	-	~	38	60	59	67
ELL	~	~	50	54	~	~	-	~	~	~	50	54	~	~	-	~	~	~	100	100
SpEd	60	58	38	42	35	57	-	~	~	~	33	37	~	~	-	~	~	~	40	48

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
54	59	73	78	37	46	41	44	51	30	40	45	~	14	24	27

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
53	58	65	70	80	73	69	74

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.17	95.94	96.11	95.87	96.77

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	70	71	72	82	72	67	77	82	62	74	97	98	~	~	-	~	62	64	32	65
H	70	72	72	82	72	68	75	80	62	74	97	98	~	~	-	~	62	66	32	65
AA	~	~	100	100	~	~	-	~	~	~	-	1	~	~	-	~	~	~	-	33
W	~	~	-	~	~	~	-	~	~	~	-	1	~	~	-	~	~	~	-	33
ED	70	70	69	79	73	66	72	77	66	74	96	97	~	~	-	~	63	62	26	59
ELL	~	~	-	~	~	~	-	~	~	~	-	1	~	~	-	~	~	~	-	33
SpEd	24	44	80	90	48	44	-	~	~	43	-	1	~	~	-	~	~	~	20	53

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
69	69	68	73	43	41	46	49	68	39	38	43	~	27	37	40

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
54	36	42	47	71	67	69	74

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.





## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.55	95.99	96.57	95.97	96.89

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	62	51	54	65	59	52	54	65	69	53	43	65	~	~	-	~	32	56	22	65
H	61	51	54	65	59	53	51	62	68	53	42	64	~	~	-	~	33	56	21	64
AA	~	~	25	36	~	~	-	~	~	~	100	100	~	~	-	~	~	~	50	93
W	~	~	-	~	~	~	-	~	~	~	-	22	~	~	-	~	~	~	-	43
ED	60	51	52	63	59	52	49	60	66	53	41	63	~	~	-	~	31	55	21	64
ELL	43	51	42	53	48	51	32	43	75	62	-	22	~	~	-	~	~	75	21	64
SpEd	65	40	33	44	35	48	-	~	~	~	-	22	~	~	-	~	~	~	-	43

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
58	52	46	65	47	44	33	36	55	28	20	28	~	12	13	16

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
48	38	47	52	78	72	84	89

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
96.03	96.21	96.12	95.79	96.65

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	73	64	72	78	71	61	66	73	84	67	85	86	~	~	-	~	48	70	56	67
H	73	65	72	78	72	61	64	71	84	68	85	86	~	~	-	~	49	70	58	69
AA	~	~	-	~	~	~	-	~	~	~	-	1	~	~	-	~	~	~	-	11
W	~	~	-	~	~	~	-	~	~	~	-	1	~	~	-	~	~	~	-	11
ED	71	62	71	77	70	60	62	69	83	67	84	85	~	~	-	~	48	68	54	65
ELL	67	59	58	64	83	66	69	76	64	79	67	68	~	~	-	~	50	73	60	71
SpEd	94	82	43	49	76	50	-	~	~	63	50	51	~	~	-	~	83	55	-	11

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
71	64	71	76	51	46	39	42	69	37	39	44	~	21	22	25

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
52	51	60	65	73	75	79	84

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
96.14	95.65	96.01	95.12	96.00

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	60	63	66	70	59	64	67	70	60	61	64	70	64	62	62	70	54	48	57	65
H	55	60	66	70	58	63	68	71	59	53	58	64	61	53	48	56	49	38	55	63
AA	62	65	64	68	61	64	65	68	61	55	68	74	68	66	74	82	57	67	57	65
W	83	~	100	100	~	~	-	~	~	~	100	100	~	~	100	100	~	~	100	100
ED	58	62	64	68	59	63	66	69	62	60	62	68	64	63	57	65	53	46	54	62
ELL	50	55	48	52	57	70	-	~	71	~	50	56	~	~	40	48	~	~	67	75
SpEd	48	50	60	64	40	41	-	~	~	47	-	6	~	~	-	~	35	~	50	58

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
59	61	63	68	38	38	35	38	58	31	30	35	~	20	16	19

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
41	51	58	63	75	85	75	80

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.67	96.85	96.61	96.32	97.25

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	76	68	77	78	61	67	74	75	64	75	65	70	~	~	-	~	66	54	73	74
H	75	68	77	78	61	66	71	72	64	73	65	70	~	~	-	~	64	56	72	73
AA	~	~	-	~	~	~	-	~	~	~	-	5	~	~	-	~	~	~	-	1
W	~	~	-	~	~	~	-	~	~	~	-	5	~	~	-	~	~	~	-	1
ED	76	67	76	77	62	66	70	71	63	74	71	76	~	~	-	~	63	54	71	72
ELL	~	~	-	~	~	~	-	~	~	~	-	5	~	~	-	~	~	~	-	1
SpEd	71	69	-	~	43	77	-	~	~	~	-	5	~	~	-	~	~	~	-	1

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
68	67	74	79	54	35	53	56	67	36	39	44	~	23	23	26

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
67	56	59	64	87	91	87	92

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.13	95.96	96.84	96.03	96.93

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	60	62	64	70	63	66	66	70	58	69	66	72	~	~	-	~	53	61	41	65
H	60	62	66	72	63	66	62	66	58	68	67	73	~	~	-	~	53	61	42	66
AA	~	~	-	~	~	~	-	~	~	~	-	6	~	~	-	~	~	~	-	24
W	~	~	-	~	~	~	-	~	~	~	-	6	~	~	-	~	~	~	-	24
ED	59	61	64	70	63	65	62	66	58	67	66	72	~	~	-	~	51	61	41	65
ELL	48	37	55	61	63	48	58	62	62	50	57	63	~	~	-	~	~	56	17	41
SpEd	64	68	50	56	59	58	-	~	36	92	-	6	~	~	-	~	75	50	-	24

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
60	64	59	65	42	44	38	41	60	34	30	35	~	17	16	19

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
53	46	38	43	74	70	67	72

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.50	96.54	96.95	96.46	97.42

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	81	66	88	90	69	81	85	87	78	47	67	72	~	~	-	~	44	82	89	91
H	81	65	87	89	66	84	85	87	79	43	63	68	~	~	-	~	40	79	88	90
AA	~	~	100	100	~	~	-	~	~	~	-	5	~	~	-	~	~	~	-	2
W	~	~	100	100	~	~	-	~	~	~	-	5	~	~	-	~	~	~	100	100
ED	80	63	88	90	67	81	85	87	76	44	65	70	~	~	-	~	44	81	89	91
ELL	43	65	88	90	50	83	92	94	~	~	40	45	~	~	-	~	~	75	80	82
SpEd	64	~	-	~	45	~	-	~	~	~	-	5	~	~	-	~	~	~	-	2

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
72	72	84	89	37	54	48	51	81	41	44	49	~	37	33	36

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
59	53	56	61	74	76	69	74

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.22	96.55	96.52	95.02	95.90

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	63	62	61	70	64	68	53	65	76	74	68	75	~	~	-	~	46	44	70	76
H	63	62	61	70	63	66	50	62	78	72	67	74	~	~	-	~	45	46	69	75
AA	70	80	58	67	80	90	-	~	~	~	80	87	~	~	-	~	~	~	67	73
W	~	~	100	100	~	~	-	~	~	~	-	7	~	~	-	~	~	~	100	100
ED	64	62	61	70	65	68	49	61	76	74	67	74	~	~	-	~	46	41	70	76
ELL	59	57	60	69	72	67	53	65	70	82	56	63	~	~	-	~	41	33	69	75
SpEd	58	67	75	84	58	64	-	~	63	90	-	7	~	~	-	~	~	~	100	100

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
63	63	64	69	48	47	44	47	63	35	35	40	~	24	13	16

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
43	43	32	37	75	79	73	78

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.23	96.61	96.34	95.90	96.81

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	63	66	64	73	55	68	66	70	48	63	67	73	~	~	-	~	56	65	51	65
H	64	65	64	73	56	68	64	68	48	64	67	73	~	~	-	~	57	65	50	64
AA	~	~	100	100	~	~	-	~	~	~	-	6	~	~	-	~	~	~	100	100
W	~	~	-	~	~	~	-	~	~	~	-	6	~	~	-	~	~	~	-	14
ED	62	63	63	72	54	67	63	67	46	58	65	71	~	~	-	~	54	63	52	66
ELL	55	65	59	68	68	79	68	72	~	41	65	71	~	~	-	~	64	69	54	68
SpEd	58	61	29	38	42	45	-	~	~	50	-	6	~	~	-	~	38	~	9	23

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
57	66	61	66	43	47	43	46	55	35	33	38	~	21	18	21

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
43	50	55	60	69	77	72	77

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.





## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
95.88	95.93	96.33	95.98	96.81

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	69	65	56	67	66	62	48	65	59	61	44	58	~	~	-	~	80	64	52	64
H	69	66	56	67	66	62	46	63	59	62	44	58	~	~	-	~	80	65	51	63
AA	~	~	100	100	~	~	-	~	~	~	-	14	~	~	-	~	~	~	100	100
W	~	~	50	61	~	~	-	~	~	~	-	14	~	~	-	~	~	~	100	100
ED	69	65	57	68	66	61	46	63	58	61	42	56	~	~	-	~	81	62	52	64
ELL	53	53	45	56	69	50	34	51	~	50	44	58	~	~	-	~	82	63	33	45
SpEd	64	58	41	52	44	58	-	~	~	~	-	14	~	~	-	~	56	45	18	30

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
68	63	53	65	48	47	34	37	73	35	28	33	~	15	15	18

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
44	59	68	73	71	74	76	81

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
95.77	95.72	96.17	95.64	96.56

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	73	71	72	76	67	65	65	70	61	67	64	69	~	~	-	~	48	68	68	71
H	73	71	72	76	66	65	63	68	60	67	66	71	~	~	-	~	46	68	69	72
AA	~	~	67	71	~	~	-	~	~	~	67	72	~	~	-	~	~	~	-	3
W	90	70	80	84	70	80	-	~	~	~	50	55	~	~	-	~	~	~	-	3
ED	71	68	70	74	64	62	58	63	59	61	60	65	~	~	-	~	39	65	68	71
ELL	48	57	61	65	48	57	59	64	~	37	33	38	~	~	-	~	~	46	60	63
SpEd	45	41	61	65	41	44	-	~	~	58	86	91	~	~	-	~	~	~	67	70

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
66	68	70	75	43	44	39	42	62	35	36	41	~	22	20	23

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
48	45	43	48	77	71	82	87

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
96.06	95.62	95.33	95.27	96.06

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	58	52	47	64	58	50	47	64	60	36	31	55	~	~	-	~	33	47	53	68
H	54	46	42	59	52	43	42	59	56	35	30	54	~	~	-	~	31	46	46	61
AA	71	77	74	91	71	77	-	~	75	~	33	57	~	~	-	~	~	50	100	100
W	~	~	-	~	83	~	-	~	~	~	-	24	~	~	-	~	~	~	-	15
ED	58	51	45	62	56	49	43	60	60	35	28	52	~	~	-	~	31	43	50	65
ELL	35	46	36	53	41	39	41	58	~	42	29	53	~	~	-	~	35	37	38	53
SpEd	70	66	-	~	73	72	-	~	50	50	-	24	~	~	-	~	46	70	-	15

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
54	49	45	65	38	36	38	41	61	24	23	28	~	8	15	18

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
45	49	47	52	67	63	64	69

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
96.71	96.26	96.71	96.29	97.14

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	67	65	58	68	57	61	64	72	47	47	56	66	~	~	-	~	53	60	45	59
H	66	64	58	68	56	61	61	69	47	46	56	66	~	~	-	~	52	60	45	59
AA	~	~	-	~	~	~	-	~	~	~	-	10	~	~	-	~	~	~	-	14
W	~	83	100	100	~	83	-	~	~	~	50	60	~	~	-	~	~	~	-	14
ED	66	64	58	68	56	61	61	69	46	46	53	63	~	~	-	~	54	58	44	58
ELL	51	56	49	59	53	63	62	70	44	27	46	56	~	~	-	~	53	57	34	48
SpEd	42	39	13	23	23	36	-	~	~	29	25	35	~	~	-	~	~	~	-	14

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
58	61	54	65	35	43	32	35	57	33	29	34	~	17	20	23

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
45	46	43	48	75	67	66	71

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.62	96.39	96.18	95.96	96.79

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	56	~	-	69	64	~	52	69	63	~	-	69	~	~	-	~	29	~	-	58
H	56	~	-	69	64	~	51	68	62	~	-	69	~	~	-	~	29	~	-	58
AA	~	~	-	~	~	~	-	~	~	~	-	~	~	~	-	~	~	~	-	~
W	~	~	-	~	~	~	-	~	~	~	-	~	~	~	-	~	~	~	-	~
ED	56	~	-	69	64	~	52	69	61	~	-	69	~	~	-	~	29	~	-	58
ELL	46	~	-	69	58	~	54	71	47	~	-	69	~	~	-	~	28	~	-	58
SpEd	42	~	-	69	64	~	-	~	~	~	-	69	~	~	-	~	~	~	-	58

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
55	P118	P118	47	36	P118	P118	40	57	P118	P118	24	~	P118	P118	8

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
46	61	81	86	77	90	95	100

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
96.39	96.21	96.40	96.14	97.06

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	73	67	68	72	73	65	65	70	51	77	63	68	~	~	-	~	52	60	58	64
H	72	68	66	70	75	66	64	69	47	79	61	66	~	~	-	~	46	60	53	59
AA	73	58	76	80	60	58	-	~	~	75	71	76	~	~	-	~	86	~	80	86
W	~	~	100	100	~	~	-	~	~	~	100	100	~	~	-	~	~	~	-	6
ED	72	67	67	71	74	66	65	70	51	77	65	70	~	~	-	~	52	61	58	64
ELL	72	74	74	78	76	76	79	84	~	71	59	64	~	~	-	~	~	59	69	75
SpEd	67	76	25	29	59	52	-	~	~	54	29	34	~	~	-	~	47	~	-	6

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
67	67	65	70	46	41	44	47	68	39	37	42	~	24	19	22

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
41	40	50	55	78	73	78	83

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
96.33	96.14	96.17	96.04	96.89

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	64	60	71	77	54	60	63	71	49	55	61	70	~	~	-	~	54	67	24	44
H	65	59	70	76	54	59	60	68	47	54	59	68	~	~	-	~	55	67	24	44
AA	~	~	-	~	~	~	-	~	~	~	-	9	~	~	-	~	~	~	-	20
W	~	83	100	100	~	~	-	~	~	~	100	100	~	~	-	~	~	~	-	20
ED	64	60	71	77	53	59	58	66	47	54	61	70	~	~	-	~	53	67	23	43
ELL	48	52	59	65	52	52	53	61	~	~	27	36	~	~	-	~	~	59	25	45
SpEd	67	77	50	56	~	54	-	~	~	~	-	9	~	~	-	~	~	~	-	20

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
57	60	61	66	32	45	28	31	59	34	28	33	~	18	23	26

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
43	49	70	75	81	74	77	82

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
97.14	96.98	97.03	96.34	97.28

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	70	65	68	72	59	62	63	68	43	53	50	57	~	~	-	~	60	62	48	55
H	69	65	68	72	58	62	59	64	41	53	49	56	~	~	-	~	60	62	48	55
AA	~	~	-	~	~	~	-	~	~	~	-	7	~	~	-	~	~	~	-	7
W	~	~	100	100	~	~	-	~	~	~	100	100	~	~	-	~	~	~	-	7
ED	69	64	67	71	59	61	60	65	43	53	48	55	~	~	-	~	60	61	47	54
ELL	61	63	69	73	58	65	64	69	30	33	39	46	~	~	-	~	40	69	41	48
SpEd	38	37	38	42	33	34	-	~	~	~	100	100	~	~	-	~	~	~	-	7

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
61	62	61	66	37	44	42	45	64	34	30	35	~	17	19	22

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
52	63	68	73	68	79	76	81

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.





## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
97.44	96.71	96.80	95.94	96.50

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	65	66	76	78	62	68	73	75	60	52	72	74	~	~	-	~	54	85	88	89
H	65	67	76	78	63	67	68	70	60	50	72	74	~	~	-	~	54	85	88	89
AA	~	~	100	100	~	~	-	~	~	~	-	2	~	~	-	~	~	~	-	1
W	~	~	-	~	~	~	-	~	~	~	-	2	~	~	-	~	~	~	-	1
ED	65	66	75	77	62	68	67	69	60	50	71	73	~	~	-	~	52	86	87	88
ELL	~	~	70	72	75	~	-	~	~	~	-	2	~	~	-	~	~	~	100	100
SpEd	41	36	60	62	41	54	-	~	67	45	25	27	~	~	-	~	~	55	100	100

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
62	67	77	82	37	47	56	59	60	38	44	49	~	20	31	34

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
43	43	63	68	76	71	72	77

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.50	96.19	96.51	95.94	96.83

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	65	69	71	75	69	74	77	80	58	47	58	65	~	~	-	~	41	58	47	65
H	66	68	72	76	69	74	78	81	57	46	56	63	~	~	-	~	39	58	48	66
AA	~	55	63	67	~	64	-	~	~	~	50	57	~	~	-	~	~	~	25	43
W	75	92	73	77	67	92	-	~	~	~	83	90	~	~	-	~	~	~	50	68
ED	64	66	69	73	69	72	76	79	56	44	55	62	~	~	-	~	40	55	43	61
ELL	53	74	60	64	71	72	76	79	~	~	27	34	~	~	-	~	42	67	56	74
SpEd	59	64	33	37	48	73	-	~	50	~	-	7	~	~	-	~	~	~	-	18

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
63	67	64	69	35	55	41	44	59	33	32	37	~	20	17	20

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
35	51	56	61	66	70	65	70

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.06	95.99	96.29	95.64	96.83

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	53	61	70	74	56	60	72	75	46	82	87	88	~	~	-	~	38	44	56	62
H	54	62	72	76	59	61	70	73	50	83	86	87	~	~	-	~	39	42	52	58
AA	42	61	52	56	26	56	-	~	~	83	100	100	~	~	-	~	~	~	83	89
W	~	~	-	~	~	~	-	~	~	~	-	1	~	~	-	~	~	~	-	6
ED	54	61	70	74	57	60	67	70	47	82	86	87	~	~	-	~	39	45	55	61
ELL	50	58	75	79	56	63	79	82	56	86	88	89	~	~	-	~	47	59	60	66
SpEd	53	69	-	~	47	53	-	~	~	~	100	100	~	~	-	~	~	~	50	56

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
51	61	71	76	42	52	45	48	48	37	39	44	~	19	19	22

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
51	60	63	68	77	77	83	88

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
95.82	95.64	95.46	95.42	95.76

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	56	50	46	65	44	51	44	65	46	41	52	65	~	~	-	~	28	45	38	65
H	53	49	45	64	43	51	42	63	50	39	55	68	~	~	-	~	23	46	37	64
AA	70	57	48	67	47	48	41	62	~	~	25	38	~	~	-	~	~	~	42	69
W	~	~	33	52	~	~	-	~	~	~	-	13	~	~	-	~	~	~	-	27
ED	56	50	46	65	44	51	41	62	46	42	51	64	~	~	-	~	28	45	38	65
ELL	53	47	39	58	55	57	45	66	52	38	55	68	~	~	-	~	26	37	37	64
SpEd	63	42	25	44	31	58	-	~	~	~	-	13	~	~	-	~	~	~	50	77

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
46	48	45	65	32	46	31	34	41	24	24	29	~	5	7	12

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
37	36	50	55	80	78	65	70

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.40	96.26	96.39	95.87	96.12

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	58	53	52	65	51	58	51	65	54	66	32	65	~	~	-	~	42	60	35	65
H	59	53	52	65	51	58	47	61	54	67	33	66	~	~	-	~	41	61	34	64
AA	~	~	67	80	~	~	-	~	~	~	-	33	~	~	-	~	~	~	-	30
W	~	~	-	~	~	~	-	~	~	~	-	33	~	~	-	~	~	~	-	30
ED	57	52	52	65	49	57	73	87	53	65	32	65	~	~	-	~	42	61	34	64
ELL	61	64	72	85	52	66	65	79	54	60	50	83	~	~	-	~	44	63	77	107
SpEd	55	80	50	63	~	87	-	~	~	~	50	83	~	~	-	~	~	~	-	30

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
53	57	45	65	45	48	39	42	49	31	21	28	~	14	10	13

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
42	37	62	67	65	61	64	69

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.97	96.80	96.87	96.47	96.47

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	53	65	66	68	49	71	60	68	47	53	73	75	~	~	-	~	34	58	68	70
H	50	63	66	68	47	71	63	71	44	53	70	72	~	~	-	~	32	56	69	71
AA	63	70	65	67	54	67	45	53	56	54	83	85	~	~	-	~	45	61	64	66
W	~	~	-	~	~	~	-	~	~	~	-	2	~	~	-	~	~	~	-	2
ED	53	64	66	68	49	70	59	67	47	52	73	75	~	~	-	~	34	58	68	70
ELL	45	57	60	62	34	71	57	65	~	42	62	64	~	~	-	~	~	55	69	71
SpEd	57	81	100	100	48	81	-	~	~	71	-	2	~	~	-	~	~	~	100	100

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
48	64	68	73	36	46	39	42	52	33	38	43	~	19	15	18

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
34	57	51	56	67	76	66	71

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



ATTENDANCE

2012	2013	2014	2015	2016 GOAL
97.49	97.24	96.99	96.31	97.06

STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	71	73	81	85	70	70	81	85	69	71	53	66	~	~	-	~	58	64	77	82
H	70	73	80	84	70	70	76	80	69	70	52	65	~	~	-	~	56	64	77	82
AA	~	~	-	~	~	~	-	~	~	~	-	13	~	~	-	~	~	~	-	5
W	~	~	100	100	~	~	-	~	~	~	100	100	~	~	-	~	~	~	67	72
ED	71	72	80	84	70	68	76	80	73	69	52	65	~	~	-	~	58	63	77	82
ELL	59	72	80	84	67	68	79	83	64	52	33	46	~	~	-	~	38	63	72	77
SpEd	70	67	27	31	57	72	-	~	~	70	-	13	~	~	-	~	67	~	25	30

INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
68	70	75	80	59	50	48	51	76	40	39	44	~	24	24	27

PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
57	66	58	63	81	80	86	91

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
95.92	96.03	96.21	96.16	96.54

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	55	61	62	68	58	61	58	68	71	64	42	68	~	~	-	~	31	45	55	68
H	55	61	61	67	57	61	54	64	70	63	42	68	~	~	-	~	31	46	54	67
AA	~	~	100	100	~	~	-	~	~	~	-	26	~	~	-	~	~	~	-	13
W	~	~	100	100	~	~	-	~	~	~	-	26	~	~	-	~	~	~	100	100
ED	54	60	61	67	57	60	55	65	68	63	41	67	~	~	-	~	31	44	57	70
ELL	35	56	67	73	40	63	59	69	~	50	29	55	~	~	-	~	~	~	54	67
SpEd	48	28	27	33	31	33	-	~	33	~	20	46	~	~	-	~	~	~	25	38

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
55	59	58	65	38	48	36	39	55	31	28	33	~	19	19	22

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
50	47	44	49	77	76	85	90

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.





**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
95.83	95.71	96.38	95.94	96.75

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	68	62	63	65	69	67	63	65	53	45	48	65	~	~	-	~	64	58	51	65
H	67	61	63	65	69	67	59	61	55	44	47	64	~	~	-	~	63	57	52	66
AA		~	100	100	~	~	-	~	~	~	-	17	~	~	-	~	~	~	-	14
W	100	~	50	52	~	~	-	~	~	~	100	100	~	~	-	~	~	~	-	14
ED	67	61	62	64	68	65	57	59	51	43	49	66	~	~	-	~	63	58	49	63
ELL	51	48	55	57	62	64	64	66	33	29	27	44	~	~	-	~	48	56	56	70
SpEd	63	54	24	26	50	41	-	~	~	32	-	17	~	~	-	~	71	~	-	14

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
66	61	58	65	31	42	36	39	68	31	30	35	~	13	14	17

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
43	40	58	63	70	81	71	76

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
				97.20

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All				80				76				86								71
H				80				76				86								71
AA				80				76				86								71
W				80				76				86								71
ELL				80				76				86								71
SPED				80				76				86								71

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			65				30				28				12

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			60				60

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
96.44	96.40	96.56	96.21	96.50

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	76	77	78	80	71	72	73	75	75	62	62	70	64	70	52	70	72	59	63	70
H	75	76	77	79	70	71	73	75	72	60	62	70	66	67	51	69	70	58	61	68
AA	83	75	80	82	83	63	-	~	~	~	50	58	~	~	-	~	~	~	67	74
W	91	90	100	100	91	85	-	~	100	100	60	68	~	~	100	100	100	75	100	100
ED	75	75	76	78	69	70	72	74	70	59	57	65	63	69	52	70	72	57	61	68
ELL	48	61	58	60	52	67	76	78	~	~	43	51	~	~	33	51	50	54	60	67
SpEd	49	62	83	85	49	56	-	~	~	54	33	41	~	~	33	51	50	50	33	40

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
73	71	71	76	36	44	31	34	72	37	33	38	~	26	25	28

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
42	58	54	59	77	76	74	79

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.





**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
73.13	72.14	76.71	77.92	75

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	53	29	33	~	33	39	18	~	32	50	31	~	38	53	41	~	20	~	-	~
H	50	27	32	~	32	35	19	~	31	46	36	~	41	52	39	~	~	~	-	~
AA		~	37	~	~	~	20	~	~	~	-	~	~	~	43	~	~	~	-	~
W	~	~	-	~	~	~	-	~	~	~	-	~	~	~	100	100	~	~	-	~
ED	53	29	34	~	33	39	17	~	32	50	32	~	38	53	41	~	20	~	-	~
ELL	~	~	24	~	~	~	33	~	~	~	-	~	~	~	43	~	~	~	-	~
SpEd	~	~	-	~	~	~	-	~	~	~	-	~	~	~	-	~	~	~	-	~

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
36	39	32	65	~	~	13	~	39	22	16	~	91	71	70	~

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			60				60

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
100.00	99.93	99.51	99.39	75

**STAAR: Percent Passing**

READING			MATH			SCIENCE			SOCIAL STUDIES			WRITNG		
2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			60				60

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
78.74	81.35	63.10	93.52	75

## STAAR: Percent Passing

READING			MATH			SCIENCE			SOCIAL STUDIES			WRITNG		
2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			60				60

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
100.00	98.46	95.26	100.00	75

**STAAR: Percent Passing**

READING			MATH			SCIENCE			SOCIAL STUDIES			WRITNG		
2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			60				60

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.





**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
100.00	100.00	100.00	100.00	75

**STAAR: Percent Passing**

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	63	~	-	~	~	~	33	~	~	~	~	~	~	~	17	~	~	~	~	~
H	63	~	-	~	~	~	33	~	~	~	~	~	~	~	-	~	~	~	~	~
AA	~	~	-	~	~	~	-	~	~	~	~	~	~	~	-	~	~	~	~	~
W	~	~	-	~	~	~	-	~	~	~	~	~	~	~	-	~	~	~	~	~
ED	63	~	-	~	~	~	-	~	~	~	~	~	~	~	-	~	~	~	~	~
ELL	~	~	-	~	~	~	-	~	~	~	~	~	~	~	-	~	~	~	~	~
SpEd	~	~	-	~	~	~	-	~	~	0	~	~	~	~	-	~	~	~	~	~

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
~	24	~	~	~	~	~	~	~	~	~	~	~	~	~	~

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			60				60

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
100.00	99.86	100.00	100.00	75

## STAAR: Percent Passing

READING			MATH			SCIENCE			SOCIAL STUDIES			WRITNG		
2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			60				60

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.





## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
96.27	96.76	97.25	96.72	97.00

## STAAR: Percent Passing

	READING				MATH				SCIENCE				SOCIAL STUDIES				WRITNG			
	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
All	73	72	72	75	64	73	75	78	65	78	82	83	53	73	70	73	61	59	58	65
H	73	73	71	74	64	74	72	75	64	78	84	85	47	73	71	74	61	59	59	66
AA	81	56	83	86	60	63	-	~	75	~	80	81	~	~	67	70	~	75	50	57
W	86	67	89	92	~	56	-	~	~	~	25	26	~	~	-	~	~	~	50	57
ED	72	71	70	73	62	71	71	74	63	77	80	81	46	71	67	70	62	58	54	61
ELL	48	60	33	36	70	82	-	~	45	~	67	68	~	~	-	~	56	~	40	47
SpEd	59	59	41	44	44	63	-	~	29	81	38	39	42	~	33	36	50	36	40	47

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
67	72	71	76	41	44	40	43	63	40	38	43	~	26	21	24

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
45	40	47	52	69	83	90	95

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	<b>2016 GOAL</b>
				75

## STAAR: Percent Passing

READING			MATH			SCIENCE			SOCIAL STUDIES			WRITNG		
2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
91.84	92.50	93.62	93.59	75

**STAAR: Percent Passing**

READING			MATH			SCIENCE			SOCIAL STUDIES			WRITNG		
2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
P103	P103	P142	~	P103	P103	P142	~	P103	P103	P142	~	P103	P103	P142	~

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			60				60

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



## ATTENDANCE

2012	2013	2014	2015	2016 GOAL
93.22	92.61	93.91	92.53	75

## STAAR: Percent Passing

READING			MATH			SCIENCE			SOCIAL STUDIES			WRITNG			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
~				~				~				~			

## INDEX PERFORMANCE

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
P149	P149	P149	~	P149	P149	P149	~	P149	P149	P149	~	P149	P149	P149	~

## PK-2: Percent of Student that Progressed To Tier 1

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			60				60

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.







**ATTENDANCE**

2012	2013	2014	2015	<b>2016 GOAL</b>
				75

**STAAR: Percent Passing**

READING			MATH			SCIENCE			SOCIAL STUDIES			WRITNG		
2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL

**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.



**ATTENDANCE**

2012	2013	2014	2015	2016 GOAL
92.85	92.79	93.88	93.77	75

**STAAR: Percent Passing**

READING			MATH			SCIENCE			SOCIAL STUDIES			WRITNG		
2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015

**INDEX PERFORMANCE**

Index 1				Index 2				Index 3				Index 4			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
P102	P102	P158	~	P102	P102	P158	~	P102	P102	P158	~	P102	P102	P158	~

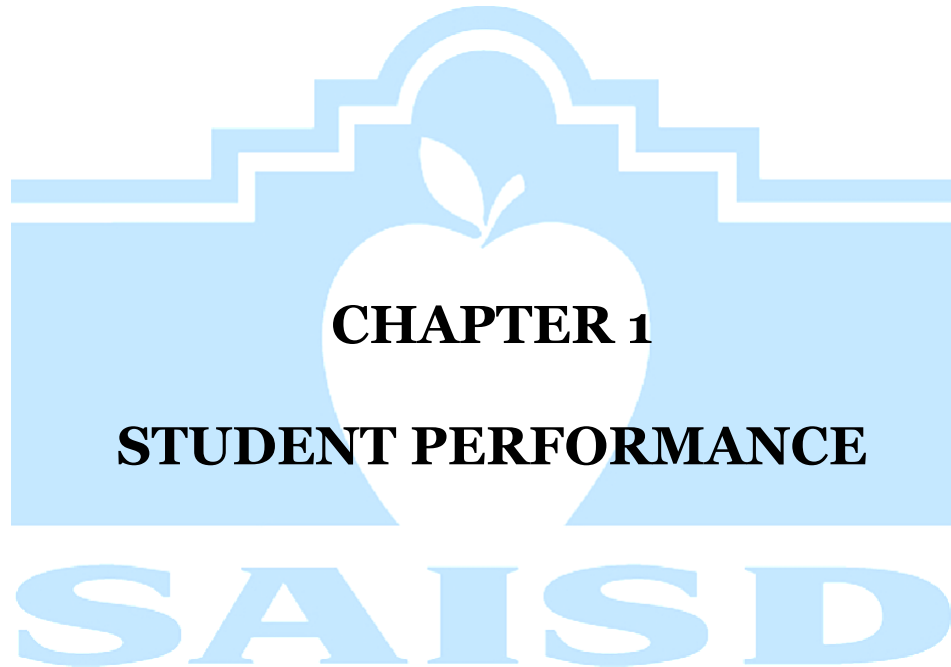
**PK-2: Percent of Student that Progressed To Tier 1**

READING				MATH			
2013	2014	2015	2016 GOAL	2013	2014	2015	2016 GOAL
			60				60

NOTE: Only students with beginning of year and end of year scores were used in the calculation. Students that improved by one Tier level between BOY or EOY or students that were in Tier 1 for both tests were considered to meet progress. The overall scores were used for Istation results. All objective and applications scores were used for AIMSweb.

**2015 - 2016**

**District Improvement Plan**



*Section 3*

*Graduation and*

*College and Career Readiness*

# English Language Arts Department Action Plan 2015-2016

## Goals

- Provide a literacy program that will ensure all students read on grade level by 3<sup>rd</sup> grade, remain on grade level throughout their educational career in SAISD, pass the state required assessments and are prepared for the college/career of their choice upon graduation.
- Facilitate student success in all content areas through collection development, use of online resources, and collaboration between campus Library Media Specialists, classroom teachers and administration.
- Build SAISD's capacity to support and develop AVID district wide.

## STAAR Performance

- 80% of all 3<sup>rd</sup> and 8<sup>th</sup> grade students taking STAAR Reading Assessment will achieve the passing standard as established by TEA.
- 80% of all 4<sup>th</sup> and 7<sup>th</sup> grade students taking STAAR Writing Assessment will achieve the passing standard as established by TEA.
- 75% of all students taking English I, and II will pass at level II.

## Universal Screener Performance

- 100% of the students in grades K-8 will have increased reading levels as measured by comparing Beginning-of-Year (BOY) to End-of-Year (EOY) screening results.

## Running Record Benchmarking

- 100% of K-2 teachers will conduct running records on students to measure and place students each quarter.
- 80% of the students in Kindergarten will meet end-of-grade level expectations as measured by Fountas and Pinnell Benchmarking.
- 80% of the students in grade 1 will meet grade level expectations as measured by Fountas and Pinnell Benchmarking.
- 80% of the students in grade 2 will meet grade level expectations as measured by Fountas and Pinnell Benchmarking.

## Library Media

- 100% of all new librarians will be assigned a mentor.
- 60% of the libraries in SAISD will be visited by the Facilitator by June 2016
- 100% of the librarians will turn in their end of the year reports by June 2016.
- Campuses that share librarians and librarian assistants will increase visits to the library and collaboration with teachers by 5%.
- Campuses with a full time librarian will increase visits and collaboration with teachers by 10%.
- 100% of the librarians will choose one area on their personal STAR Chart and will improve at least one category in that area.

## AVID

- The District's AVID Coach will visit all AVID campuses once every three weeks and will leave campus visit form with the campus administration.
- Edison High School will achieve AVID Demonstration Site by fall 2016.
- 100% of the AVID Demonstration sites will begin to develop their binder and supporting documents for a demonstration site visit by October, 2015.
- 100% of traditional middle and high schools will have an AVID College Readiness System operating on their campus.
- Two of PK-8th grade Academies will work with the District's AVID Coach to ensure a model of implementation based on their enrollment.

## District QDIP GOALS

### Goal 1: All students will read and write at grade level PK-12.

#### Measurable Performance Objectives:

- Students will meet the state standard performance levels in Reading and Writing as measured by STARR, EOC, and state accountability measures.
- 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener
- 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance

#### Strategies:

- Ensure a viable, rigorous, and state aligned curriculum in K-12
- Ensure targeted professional learning in K-12
- Ensure curriculum implementation through focused campus planning and classroom visits
- Ensure adequate and appropriate instructional resources, materials, and books to support instruction

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Tier 1</b> <b>Activity 1:</b> Integration of Istation's instructional strategies as a tool for assisting teachers for Tier 1 and Tier 2 planning	<ul style="list-style-type: none"> <li>• ELAR Director</li> <li>• ELAR Senior Coordinator</li> <li>• ELAR Facilitator</li> <li>• TLI Program Coordinator</li> <li>• Coaches-ELAR and TLI</li> <li>• Educational Specialist</li> <li>• Principals</li> <li>• Department Chairs</li> <li>• AVID Instructional Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Nov. 2015</li> <li>• Feb. 2016</li> <li>• Apr. 2016</li> <li>• May 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Student movement from Tier 2 to Tier 1</li> <li>• Universal Screener Data</li> <li>• Results of CBA every nine weeks</li> <li>• Monthly Progress Monitoring Istation</li> <li>• Students will be reading on or at grade level, as measured by Circle and Istation</li> </ul>	<ul style="list-style-type: none"> <li>• 211 – 438,000</li> <li>• 164 – 260,900</li> </ul>	June 5, 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Tier 1</b>  <b>Activity 2:</b>            Provision of a comprehensive curriculum which address diverse student needs and populations</p>	<ul style="list-style-type: none"> <li>• ELAR Director</li> <li>• ELAR Senior Coordinator</li> <li>• ELAR Facilitator</li> <li>• Coaches-ELAR and TLI</li> <li>• Educational Specialist</li> <li>• Principals</li> <li>• Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Nov. 2015</li> <li>• Feb. 2016</li> <li>• Apr. 2016</li> <li>• May 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Curriculum Checks</li> <li>• Nine Weeks Curriculum Based Assessments Data</li> <li>• Simulation Data</li> <li>• Completed Curriculum Guides</li> <li>• Input from cadre members, department chairs and focus group</li> </ul>	<ul style="list-style-type: none"> <li>• 164 (printing) – 34,000</li> <li>• 164 (extra duty)</li> <li>• 164 (books) – 772,000</li> <li>• 164 (supplies) – 109,00</li> <li>• 164 (campus library books)</li> <li>• 199 (printing) – 5,000</li> <li>• 199 (extra duty)</li> <li>• 199 (supplies) – 6,000</li> </ul>	<ul style="list-style-type: none"> <li>• June 5, 2016</li> </ul>
<p><b>Tier 1</b>  <b>Activity 3:</b>            Read by Three Initiative</p>	<ul style="list-style-type: none"> <li>• ELAR Director</li> <li>• ELAR Senior Coordinator</li> <li>• ELAR Facilitator</li> <li>• TLI Project Coordinator</li> <li>• Librarian Facilitator</li> <li>• Coaches-ELAR and TLI</li> <li>• Educational Specialist</li> <li>• Principals</li> <li>• Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Nov. 2015</li> <li>• Feb. 2016</li> <li>• Apr. 2016</li> <li>• May 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Student movement from Tier 2 to Tier 1</li> <li>• Student use of Data Folder for reviewing set goals</li> <li>• Results of CBA every nine weeks</li> <li>• Monthly Progress Monitoring Istation</li> <li>• Students will be reading on or at grade level, as measured by Circle and Istation</li> </ul>	<ul style="list-style-type: none"> <li>• 290- 2,000,000</li> </ul>	<p>June 5, 2016</p>

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Tier 1</b></p> <p><b>Activity 4</b></p> <p>Ensure the five critical reading components and writing skill are embedded within all core content areas as the appropriate grade levels</p>	<ul style="list-style-type: none"> <li>• ELAR Director</li> <li>• ELAR Senior Coordinator</li> <li>• ELAR Facilitator</li> <li>• TLI Project Coordinator</li> <li>• Coaches-ELAR and TLI</li> <li>• Educational Specialist</li> <li>• Principals</li> <li>• Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Nov. 2015</li> <li>• Feb. 2016</li> <li>• Apr. 2016</li> <li>• May 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Curriculum Checks</li> <li>• Nine Weeks Curriculum Based Assessment Data</li> <li>• Simulation Data</li> <li>• Professional Development</li> <li>• PD Sign-in Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• 211 (supplies) – 5,000</li> <li>• 211 (books) – 6,000</li> <li>• 164 – (Region 20) – 16,500</li> <li>• 164 – (Consultants) 335,065</li> <li>• 211 – (travel) 10,000</li> <li>• 290 – 3000,000</li> </ul>	<p>June 5, 2016</p>
<p><b>Tier 1</b></p> <p><b>Activity 5:</b></p> <p>Teachers will provide targeted interventions based on student data. Monitor and support student progress as well as ensure continued learning mastery</p>	<ul style="list-style-type: none"> <li>• ELAR Director</li> <li>• ELAR Senior Coordinator</li> <li>• ELAR Facilitator</li> <li>• TLI Project Coordinator</li> <li>• Coaches-ELAR and TLI</li> <li>• Educational Specialist</li> <li>• Principals</li> <li>• Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Nov. 2015</li> <li>• Feb. 2016</li> <li>• Apr. 2016</li> <li>• May 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Campus fidelity checks by staff</li> <li>• Nine Weeks Curriculum Based Assessment Data</li> <li>• Simulation Data</li> <li>• Intervention Program Data</li> </ul>	<ul style="list-style-type: none"> <li>• 164 (technology)</li> <li>• 164 (testing materials) – 25,200</li> <li>• 164 – (summer school) – 95,000</li> </ul>	<p>June 5, 2016</p>

# Mathematics Department Action Plan 2015-2016

<p><b>District QDIP Goals</b></p> <p><b>Goal 1: All students will read and write at grade level</b></p> <p><b>PK-12. Measurable Performance Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures</li> <li>• 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener</li> <li>• 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance</li> </ul>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p>1. Integrate academic and content vocabulary into daily lessons as an indicator of evidence of effective lesson development and delivery</p> <p>2. Embed student and teacher journal writing and quick writes to effectively communicate evidence of learning and assessment for learning</p> <p>3. Demonstrate a district wide problem solving process (UPSC) on student work</p> <p>4. Teach reading strategies to effectively implement the problem solving process</p> <p>5. Embed student Math writing prompts to assess content knowledge, application and process skills (content and process writing)</p>	<p>Coaches, department chairs, principals, coordinators will monitor quality implementation of the curriculum guides and effective delivery of best practices.</p>	<ul style="list-style-type: none"> <li>• Weekly</li> <li>• Nine weeks</li> </ul>	<ul style="list-style-type: none"> <li>• BOY, MOY, EOY screener data</li> <li>• Progress Monitoring</li> <li>• Nine Week Assessment Data</li> <li>• STAAR/EOC</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum guides, approved math resources, Math Essentials handbook, district and campus staff</li> <li>• 164-\$65,000.00</li> <li>• 211</li> </ul>	<p>August 25, 2015 – June 5, 2016</p>



**Goal 2: All students will demonstrate 21<sup>st</sup> Century knowledge and skills in PK-12.**

**Measurable Performance Objectives:**

1. Students will engage in creativity/innovation across content by reinforcing the habit of asking good questions; and accessing and analyzing information to understand more deeply as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
2. Students will use critical thinking and problem-solving to understand real world issues as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
3. Students will work collaboratively by listening to and learning from others with varied perspectives and expertise as evidenced by student work, classroom walkthroughs, and curriculum-based assessments

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p>1. Teachers will design lessons which require process skills to apply and demonstrate mastery of learning.</p> <p>2. Mastery learning will emphasize and include speaking, discussing, collaborating, teaming, risk taking, developing, and applying understanding of math content which will require conceptual understanding of content, math fluency, algebraic manipulation of numbers and variables, and performance tasks.</p> <p>3. Teachers and students will utilize technology to enhance instruction where applicable such as the calculator in grades 8-Calculus, promethean boards, learn checks, soft skills presentations.</p>	<ul style="list-style-type: none"> <li>• Coaches, department chairs, principals, coordinators will monitor quality implementation of the curriculum guides and effective delivery of best practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Every nine weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Campus curriculum audits</li> <li>• Campus fidelity visits</li> <li>• Nine Week Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum guides, approved math resources, Math Essentials handbook, district and campus staff</li> <li>• 164-\$57,000.00 TEKSING</li> <li>• 211 \$26,000.00 Click on TEKS</li> <li>• 164 \$57,000</li> <li>• 211-\$3000.00</li> </ul>	<p>August 25, 2015 – June 5, 2015</p>

**Goal 3: All students will utilize and demonstrate technology literacy and applications in PK-12.**

**Measurable Performance Objectives:**

- Students will demonstrate proficiency in the use of technology as measured by the STAAR Charts and Technology TEKS
- Students will have access to innovative technology, hardware and software, on a 3 to 1 student to technology ratio for daily use in the classroom as measured by student work and assessment
- Technology infrastructure will effectively support hardware, software, increased bandwidth and browsers to access the Internet, as required by new textbook adoptions and state standards

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p>1. Teachers will integrate technology and engage students within lesson activities that support student demonstration of technology skills and proficiency levels as evidenced within their class assignments, projects and required products</p> <p>2. Teachers will demonstrate technology literacy within lesson delivery to enhance learning and increase student engagement</p> <p>3. Students and teachers will utilize primary textbook technology resources to improve content knowledge and understanding.</p> <p>4. Students will utilize technology for intervention support</p>	<ul style="list-style-type: none"> <li>• Coaches, department chairs, principals, coordinators, and office of school leadership will monitor quality implementation of technology and effective use of technology in the math classroom</li> <li>• Technology usage reports</li> </ul>	<ul style="list-style-type: none"> <li>• Every nine weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Universal screener data</li> <li>• CBA data</li> <li>• Course grades</li> <li>• State performance data</li> <li>• Learning walk data demonstrating fidelity to programming</li> <li>• UPSC on student work</li> <li>• Student work samples</li> <li>• Embedded technology in lesson delivery</li> <li>• Learn checks</li> <li>• Technology usage reports</li> <li>• Use of moodle</li> <li>• Effective use of Promethean boards and navigator systems</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum guides, approved math resources, Math Essentials handbook, district and campus staff</li> <li>• 164-57,000.00</li> <li>• 211-2,000</li> <li>• 287-15,000</li> </ul>	<p>August 25, 2015 – June 5, 2016</p>

**Goal 4: All students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success.**

**Measurable Performance Objectives:**

- College, Career and Readiness Standards K-12 will be implemented through the curricula and measured by the STAAR Index 4
- Students will be provided with opportunities for dual-credit early college coursework as measured by dual-credit program participation and student achievement
- Students will successfully meet new House Bill 5 graduation requirements to include endorsements and distinguished diplomas for college and/career opportunities as measured by program participation and graduation rates and plans

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<ol style="list-style-type: none"> <li>1. Students will demonstrate mastery of content at rigor levels which require problem solving, conceptual understanding, process skills, application and math fluency.</li> <li>2. Students will demonstrate academic and content vocabulary at grade level</li> <li>3. Students will demonstrate evidence of learning using the district wide problem solving process</li> <li>4. Students will utilize formula charts, calculator skills, and mental math skills where appropriate as indicated in the curriculum guides.</li> <li>5. Goal setting for grade level performance goals and college readiness goals</li> <li>6. Students will be taught and demonstrate college readiness skills as indicated by CCRS standards and curriculum guides</li> <li>7. College math prep curriculum provided for additional support to students</li> <li>8. EPN Math STEM curriculum implementation</li> </ol>	<ul style="list-style-type: none"> <li>• Coaches, department chairs, principals, coordinators, and office of school leadership will monitor quality implementation of technology and effective use of technology in the math classroom</li> <li>• Technology usage reports</li> </ul>	<ul style="list-style-type: none"> <li>• Every nine weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Universal screener data</li> <li>• CBA data</li> <li>• Course grades</li> <li>• State performance data</li> <li>• Learning walk data demonstrating fidelity to programming</li> <li>• UPSC on student work</li> <li>• Student work samples</li> <li>• Learn checks</li> <li>• College entrance exam scores</li> <li>• College math prep course enrollments and success</li> <li>• AP student performance in calculus and statistics</li> <li>• Course enrollment in advanced courses</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum guides, approved math resources, Math Essentials handbook, district and campus staff</li> <li>• 164-\$20,000.00</li> <li>• 211</li> </ul>	<p>August 25, 2015 – June 5, 2016</p>

**Goal 5: SAISD will use a comprehensive, systemic process to monitor and evaluate the effectiveness of academic, extra-curricular and student support programs.**

**Measurable Performance Objectives:**

- Fidelity to the implementation of the curricula will be monitored and evaluated by the education team to include: Curriculum & Instruction, Office of School Leadership, Principals, Campus Instructional Leadership Teams, Academic Support and Extra-Curricular Programs through district-developed program rubrics
- 100% of campuses will be monitored on a regular basis as established by performance levels, campus needs, and state and federal accountability requirements
- A feedback loop that fosters high leverage programming for school improvement, student achievement, program offerings, and budgetary needs will be established at multiple levels to meet on a quarterly basis using multiple measures to evaluate program effectiveness and continuation

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<ol style="list-style-type: none"> <li>1. Provide a scheduled, monitoring system for determining program and instructional delivery effectiveness as well as for tracking student progress resulting in the designing of timely interventions and appropriate actions which impact program fidelity and sustainability</li> <li>2. Data review sessions with Office of School Leadership, ACT's, Department Chairs, Principals, and C &amp; I to discuss implications of data and appropriate responses to data in a timely manner</li> <li>3. Scheduling that supports campus visits without impeding curriculum and training deadlines</li> </ol>	<ul style="list-style-type: none"> <li>• Coaches, department chairs, principals, coordinators, office of school leadership will monitor quality implementation of technology and effective use of technology in the math classroom</li> <li>• Technology usage reports</li> </ul>	<ul style="list-style-type: none"> <li>• Every Nine Weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Universal screener data</li> <li>• CBA data</li> <li>• Course grades</li> <li>• State performance data</li> <li>• Learning walk data demonstrating fidelity to programming</li> <li>• UPSC on student work</li> <li>• Student work samples</li> <li>• Embedded technology in lesson delivery</li> <li>• Learn checks</li> <li>• Technology usage reports</li> <li>• Use of moodle</li> <li>• Effective use of Promethean boards and navigator systems</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum guides, approved math resources, Math Essentials handbook, district and campus staff</li> <li>• 164-\$190,000.00</li> </ul>	<p>August 25, 2015 – June 5, 2016</p>

**Math GOAL: Increase Mathematics student performance at all grade levels district wide from 63% to 70% students meeting TEA established proficiency level for STAAR and Increase student learning in K-12 classrooms at rigor levels that will result in meeting TEA established proficiency levels and college readiness expectations on STAAR and EOC and TAKS performance accountability requirements.**

**Establish a baseline Measurable STAAR performance goal:**

**3<sup>rd</sup>-8<sup>th</sup> grade: Increase all student performance to passing standard as established by TEA phase-in 1, level II performance standards or progress of 5% increase.**

**Establish a baseline EOC performance:**

**Algebra I: Increase student performance from 74% to 78% of students taking EOC will pass at the TEA established phase-in 1, level II performance standards, including EOC re-testers.**

**Increase Grade Level TAKS Performance:**

**11<sup>th</sup> and 12<sup>th</sup> Grade: Increase TAKS performance from 80% to 85% passing.**

**AP Performance**

**AP Calculus: Increase % passing by 5% to level III, IV, or V.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
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**Strategies:**

1. We will ensure a viable, balanced and rigorous mathematics curriculum for all teachers.
2. We will ensure all professional learning is focused on increased student learning and increased student performance.
3. We will ensure that each student will attain the skills to achieve a minimum of one year's annual growth, meet promotion and graduation requirements.
4. We will develop a lifelong problem solving approach in order to compete in a global society and achieve success in career and life goals.

<p><b>Tier I Instruction Activity 1</b> Provide, write, develop, revise and update curriculum documents, instructional resources, assessments, tools, and other resources, to include translation of curriculum and resources.</p> <ol style="list-style-type: none"> <li>1. Completely rewrite and develop the K-8 curriculum documents by July 2016.</li> <li>2. Write Pre-Calculus curriculum guide to now include Algebra I –Pre-Calculus curriculum guide resources by July 2016.</li> <li>3. Revise curriculum guides to reflect prerequisite skills, sample test items, recommended resources, and teacher notes (added 2013)</li> <li>4. Recruit teacher leaders to collaborate and assist in re-writing curriculum guides.</li> <li>5. Attend curriculum training to enhance curriculum guides to better support teacher lesson planning and instructional delivery (added 2013)</li> <li>6. Assist teachers in implementing TEKS based instruction so that students meet grade level standards and attain at least one year's growth in mathematics.</li> <li>7. Provide beginning of the year training on the purpose and use of district curriculum and ongoing training to support effective implementation and fidelity to curriculum (added 2013).</li> <li>8. Acquire curriculum feedback from teachers, department chairs and ACT's to increase fidelity to the curriculum (added 2013).</li> </ol>	<p>Senior Mathematics Coordinator;  Math Instructional Coaches</p>	<p>10-30-15 01-22-16 04-09-16 06-17-16</p>	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Nine Weeks Assessment Data</li> <li>• Benchmark Data</li> <li>• Completed Curriculum Guides</li> </ul>	<p>211-Furniture and Equipment 199 \$10,000.00  211 Rentals \$9,000.00  164 Consulting \$31,250.00  211 Consulting Services PD Training 70,000.00  211 Reading Materials \$56,000.00  211 Supplies and Materials 5,000.00  211 Travel \$9,000.00  164 Dept. Chair Reading Materials \$2400  164 Printing \$20,000.00 164 Printing PD \$6,000.00  164 \$220,000.00 Student Resources  164 Parent Summit \$1500.00</p>	<p>August 25, 2015 – June 5, 2016</p>
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Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Tier I Instruction Activity 2</b> Create a common understanding about quality mathematics instruction by providing professional learning opportunities for teachers through after school sessions, Super Saturdays, beginning of the year, summer math camps, department chair meetings, and via the Moodle.</p> <ol style="list-style-type: none"> <li>1. Develop a district wide math literacy focus, common problem solving process k-12, and math framework that supports effective instructional delivery to promote increased student learning (added 2012).</li> <li>2. Emphasize pacing timelines and calendars that significantly impact fidelity to the curriculum and preparedness for Countdown Review activities and STAAR/EOC (added 2013).</li> <li>3. Provide learning opportunities for administrators to effectively support district math initiatives to increase student learning and performance at the principal summit, principal meetings, dept. chair meetings and elem. ACT's.</li> <li>4. Provide learning opportunities for the Senior Coordinator and instructional coaches including math conferences, curriculum training, assessment training, effective instructional practices and delivery, technology training, PLC's and team building, and training to conduct effective professional development.</li> </ol>	<p>Senior Mathematics Coordinator;  Math Instructional Coaches</p>	<p>10-30-15 01-22-16 04-09-16 06-17-16</p>	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Professional Learning Evaluations</li> <li>• Nine Weeks Assessment Data</li> <li>• Benchmark Data</li> <li>• Failure Report</li> </ul>	<p>211-Furniture and Equipment \$22,000.00 See Capital Outlay</p> <p>211 Extra Duty \$19,000.00</p> <p>211 Rentals 3454.00</p> <p>211 Consulting \$26,000.00</p> <p>211 Reading Materials \$56,000.00</p> <p>211 Supplies and Materials 5,000.00</p> <p>211 Travel \$9,000.00</p> <p>164 Substitutes 64,000.00</p> <p>164 HS PreAp/AP Programming \$25,000.00</p> <p>164 Extra Duty \$5,000.00</p> <p>164 \$50,500 Professional Development Lead4ward, Region 20, and Kilgo</p> <p>164 Dept Chair Reading Materials \$2400</p> <p>164 Printing \$8,000.00 164 Printing PD \$6,000.00</p> <p>164 Universal Screener \$188,000.00</p> <p>164 \$220,000.00 Student Resources</p> <p>164 Parent Summit \$1500.00</p>	

<p><b>Tier I Instruction Activity 3</b>  To ensure students achieve one year’s growth and progress to on-grade level learning or higher teachers will assess all students for instructional and curriculum evaluation that will allow teachers to differentiate and inform instruction to adjust and improve instruction and strategies implemented in the classroom.</p> <p>All students will be screened through a Universal screener three times per year at the beginning of the year, middle of the year, and at the end of the year, to include printing of assessments that will be used for universal screener and strategic monitoring. The Universal Screener will also allow us to identify students who require intervention to include required targeted and intensive instructional support.</p> <p>HS will administer universal screener and be trained on how to use the data to better support Tier I instruction (added 2013)</p> <p>Intervention classes will provide strategic monitoring to effectively adjust instructional practices and differentiation in supporting students in closing learning gaps.</p> <p>Math department will train teachers to administer the universal screener and ongoing strategic monitoring for students who are receiving Tier II instruction.</p>	<p>Senior Mathematics Coordinator;</p> <p>Math Instructional Coaches</p>	<p>10-30-15  01-22-16  04-09-16  06-17-16</p>	<ul style="list-style-type: none"> <li>• Campus Intervention Fidelity Visits Data</li> <li>• AIMSweb Reports</li> <li>• MSTAR Screening Reports</li> </ul>	<p>164-AIMS WEB \$135,000</p> <p>211 STAR Math \$40,000.00</p> <p>211 Consulting \$18,000.00</p>	<p>June 2015-  July 2016</p>
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Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Tier II and III Instruction</b>  <b>Activity 4</b>            Provide interventions that are scientifically research based, provides equitable access to resources such as technology, math manipulatives, and teacher training to effectively implement differentiated instructional strategies.</p> <p>Resources to support TAKS and Algebra I non-masters and ES required improvement schools.</p>	Senior Mathematics Coordinator;  Math Instructional Coaches	10-30-15 01-22-16 04-09-16 06-17-16	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Professional Learning Evaluations</li> <li>• Nine Weeks Assessment Data</li> <li>• Benchmark Data</li> <li>• Rtl Campus Data (Elementary)</li> </ul>	164-Intervention Software \$59,256.00  164-Consulting services \$31,250.00	June 2015- July 2016
<p><b>Tier I Instruction</b>  <b>Activity 5</b>            Monitor fidelity of mathematics program, math initiatives and implementation of curriculum guides. Provide coaching to teachers/campuses needing additional instructional support or requesting additional training.</p>	Senior Mathematics Coordinator;  Math Instructional Coaches	10-30-15 01-22-16 04-09-16 06-17-16	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> </ul>	211-Mileage \$3500.00 211-Technology \$9,000.00	June 2015- July 2016
<p><b>Tier I Instruction</b>  <b>Activity 6</b>            The Senior Coordinator and instructional coaches will create and support a vision for the mathematics department that will provide a common focus for all teachers and schools in implementing a quality math program. Senior coordinator and instructional coaches will promote a vision of quality Mathematics education through elementary contact meetings monthly Elementary ACT and secondary department chair meetings, quality professional development, newsletters, website and other forms of communication including individual communication with all SAISD stakeholders.</p>	Senior Mathematics Coordinator;  Math Instructional Coaches	10-30-15 01-22-16 04-09-16 06-17-16	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Department Chair Binder</li> <li>• Nine Weeks Assessment Data</li> <li>• Benchmark Data</li> <li>• Department Chair Survey (end of year)</li> </ul>	164-NCTM \$3,744 Family Night \$4,700. Family Fair \$1,000 Dept. Chair \$1,500	June 2015- July 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Tier I Instruction Activity 7</b> Provide updates and training in the transition from the TAKS to STAAR/EOC to include clarity in instructional implications, testing expectations, understanding of content and changes in the TEKS standards. Professional development should include study of the curriculum and provision of necessary materials and tools needed to effectively understand the states standards for effective lesson development and instructional delivery.</p>	<p>Senior Mathematics Coordinator  Math Instructional Coaches</p>	<p>10-30-15 01-22-16 04-09-16 06-17-16</p>	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Nine Weeks Assessment Data</li> <li>• Benchmark Data</li> </ul>	<p>164-STAAR/EOC \$50,000  211 TASA Training \$6,000.00 for curriculum writing  211 Kilgo Training \$2,000.00</p>	<p>June 2015- July 2016</p>
<p><b>Tier I Instruction Activity 8</b> Increase the number of opportunities for students to participate in an advanced math program supporting initiatives such as AVID, Laying the Foundation, Gear-up, STEM and Dual College Courses.  Increase AP performance on AP exams by providing professional learning opportunities for teachers to effectively integrate College Board curriculum and College Readiness Standards.  Prepare students for success on STAAR, End of Course, and AP Examinations through the implementation of effective Tier I instruction, Tier II programming, nine week assessments (CBA's), progress monitoring and strategies that increase content rigor, student engagement, and technology integration such as the TI Math Forward and Promethean board initiative.</p>	<p>Senior Mathematics Coordinator;  Math Instructional Coaches</p>	<p>10-30-15 01-22-16 04-09-16 06-17-16</p>	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Nine Weeks Assessment Data</li> <li>• Benchmark Data</li> <li>• MSTAR Universal Screener Data</li> <li>• STAAR Assessments</li> <li>• Failure Report</li> </ul>	<p>164-HS PreAp/AP \$25,000.00  164-STAAR/EOC \$40,000.00</p>	<p>June 2015- July 2016</p>
<p><b>Tier I Instruction Activity 9</b> Offer models for acceleration which will enable elementary, middle and high school</p>	<p>Senior Mathematics Coordinator; Math</p>	<p>10-30-15 01-22-16 04-09-16 06-17-16</p>	<ul style="list-style-type: none"> <li>• Course Enrollment</li> <li>• Student Performance and Credits Earned</li> </ul>	<p>211-Supplemental Curriculum \$900,000.00  TEKSING TOWARD STAAR</p>	<p>June 19, 2016</p>

<p>students who fail to meet the requirements of the STAAR/ EOC examination to fill the gaps in their education, remain with their cohort and participate in electives at the secondary level to include summer school, semester course preparation for the EOC, and intervention classes.</p>	<p>Instructional Coaches Executive Director for Secondary Initiatives</p>			<p>110,000.00 Math Imagine Renaissance Learning Agile Mind</p>	
<p><b>Tier I Instruction Activity 10</b></p> <p>Increase technology integration with updated calculators at HS. Pilot one classroom with TI Inspire CAS to begin preparing for the transition of technology upgrades dependent on increased student performance.</p>	<p>Senior Mathematics Coordinator; Math Instructional Coaches Executive Director for Secondary Initiatives</p>	<p>10-30-15 01-22-16 04-09-16 06-17-16</p>	<ul style="list-style-type: none"> <li>• Implementation</li> <li>• Teacher and student usage</li> <li>• Student performance</li> </ul>	<p>TI-Inspire  164 \$50,000.00</p>	<p>June 19, 2016</p>

## Science Department District Improvement Plan 2015-2016

### District QDIP GOALS

**Goal 1: All students will read and write at grade level PK-12.**

**Measurable Performance Objectives:**

- Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures
- 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener
- 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance

**Goal 2: All students will demonstrate SAISD core values as they develop 21<sup>st</sup> Century knowledge and skills in PK-12.**

**Measurable Performance Objectives:**

- Students will engage in creativity/innovation across content by reinforcing the habit of asking good questions; and accessing and analyzing information to understand more deeply as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- Students will use critical thinking and problem-solving to understand real world issues as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- Students will work collaboratively by listening to and learning from others with varied perspectives and expertise as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- Students will exhibit values and behaviors of citizenship in the school environment and community at large

**Goal 3: All students will utilize and demonstrate technology literacy and applications in PK-12.**

**Measurable Performance Objectives:**

- Students will demonstrate proficiency in the use of technology as measured by the STAAR Charts and Technology TEKS
- Students will have access to innovative technology, hardware and software, on a 3 to 1 student to technology ratio for daily use in the classroom as measured by student work and assessment
- Technology infrastructure will effectively support hardware, software, increased bandwidth and browsers to access the Internet, as required by new textbook adoptions and state standards

**Goal 4: All students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success.**

**Measurable Performance Objectives:**

- College, Career and Readiness Standards K-12 will be implemented through the curricula and measured by the STAAR Index 4
- Students will be provided with opportunities for dual-credit early college coursework as measured by dual-credit program participation and student achievement
- Students will successfully meet new House Bill 5 graduation requirements to include endorsements and distinguished diplomas for college and/career opportunities as measured by program participation and graduation rates and plans

**Goal 5: SAISD will use a comprehensive, systemic process to monitor and evaluate the effectiveness of academic, extra-curricular, and student support programs**

**Measurable Performance Objectives:**

- Fidelity to the implementation of the curricula will be monitored and evaluated by the education team to include: Curriculum & Instruction, Office of School Leadership, Principals, Campus Instructional Leadership Teams, Academic Support and Extra-Curricular Programs through district-developed program rubrics
- 100% of campuses will be monitored on a regular basis as established by performance levels, campus needs, and state and federal accountability requirements
- A feedback loop that fosters high leverage programming for school improvement, student achievement, program offerings, and budgetary needs will be established at multiple levels to meet on a quarterly basis using multiple measures to evaluate program effectiveness and continuation

**Program Goals:** Increase student learning in K-12 classrooms to meet Science proficiency and college readiness as established by TEA STAAR and EOC Performance Index Accountability.

**Increase Science STAAR/EOC performance to meet the State Accountability Rating:**

- 5<sup>th</sup> Grade: 70% of students taking the Science STAAR will achieve the passing standard as established by TEA (Level II)
- 8<sup>th</sup> Grade: 70% of students taking the Science STAAR will achieve the passing standard as established by TEA (Level II)
- Biology: 80% of students taking the Biology EOC will achieve the passing standard as established by TEA (Level II)
- Increase participation in Advanced Placement and Science Dual-Credit Courses; increase the number of students that take the AP science tests, and increase Science AP performance by 10%.

**Program Goals for Non-testable grade level goals:**

- All grade levels will demonstrate fidelity to the science frameworks and curriculum guides for college and career readiness
- Student performance will be measured by Curriculum-based assessments and semester exams.
- Pre-AP programming will be measured through implementation of student projects and performance on semester exams.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Ensure a viable, rigorous and state aligned curriculum in K-12</li> <li>• Ensure targeted professional learning in K-12</li> <li>• Ensure curriculum implementation through focused campus planning and classroom visits</li> <li>• Ensure adequate and appropriate instructional resources, materials and books to support instruction</li> </ul>					
<p><b>Tier I Instruction Activity 1</b> Provide a viable curriculum for grades K-12, summer school, STAAR/EOC &amp; STAAR/EOC interventions; curricular support for science 4<sup>th</sup> year electives, Pre-AP science courses,</p>	<p>Science Director;  Science Lead Instructional Coaches (3 staff for K-12)</p>	<p>10/2015 12/2016 03/2016 05/2016</p>	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Curriculum-based Assessments and Semester Exams</li> <li>• Simulation Data</li> <li>• Teacher Focus Groups</li> <li>• Failure Report</li> <li>• Department Chair Leadership Academy Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Science Student Supplies (includes living science, student reading materials, and equipment)</li> <li>• STAAR/EOC-related materials - consumables</li> <li>• e-books/magazines</li> <li>• Textbooks</li> </ul>	<p>06/30/16</p>

<p>science dual credit course materials and advanced placement science courses. Product support includes curriculum companion documents, student instructional resources, and assessments. In addition, campus visits and teacher planning, instructional planning resources, translations for assessments, teacher reviews, and other resources as needed by teachers to consistently implement a standards-based science program. (QDIP Goals 1, 2, 3, 4)</p>			<ul style="list-style-type: none"> <li>• Classroom Walkthroughs</li> <li>• Custom-Data Sheets for Pre-AP/AP and Chembridge Dual-Credit</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Resources</li> <li>• Curriculum Extra-Duty</li> <li>• Educational Literature</li> <li>• Printing/Resources/STAAR</li> <li>• Living Science Education Service Center Contract</li> <li>• Teacher and Student Reading Materials</li> <li>• Part-time Support</li> <li>• Technology Equipment/Software</li> <li>• Online curriculum resources (STEMScopes &amp; Defined STEM)</li> <li>• Field Experiences</li> </ul> <p>Fund 164 Fund 199 Fund 211</p>	
<p><b>Tier I Instruction Activity 2</b> Provide targeted professional development to Science teachers via Super Saturdays, District Professional Development Days, Summer Science Academy, after school specials, Online PD, EPN STEM Campuses PD &amp; Summit, District Learning Conference, Rising Stars, and District Pull-out PD sessions. Participation in professional development conferences by Director and Instructional Coaches, and teachers. (QDIP Goals 1, 2, 3, 4)</p>	<p>Science Director;  Science Lead Instructional Coaches (3)  Science District Instructional Coaches (2)</p>	<p>08/2015 10/2015 12/2015 03/2016 05/2016</p>	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Professional Learning Evaluations</li> <li>• Curriculum-based Assessments and Semester Exams</li> <li>• Simulation Data</li> <li>• Failure Report</li> <li>• Department Chair Leadership Academy Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Service Center Professional Development and Room Rental</li> <li>• Extra Duty Pay</li> <li>• Travel to Conferences (TX/ASCD, Region 4 Science Conference, Texas Assessment Conference, CAST, NSTA, STEM, STAAR/EOC Trainings, ASCD, ISTE 2013, PLC Summit, Region 20 Professional Development)</li> <li>• Membership</li> <li>• Substitute Pay (*)</li> <li>• Part-time Support</li> <li>• Printing</li> <li>• Office &amp; PD Supplies</li> <li>• Teacher Science Reading Materials</li> <li>• Teacher Supplies</li> <li>• STEM Training</li> <li>• Technology equipment</li> <li>• Desktops, laptops, tablets, digital microscopes</li> </ul>	<p>06/30/16</p>

				Fund 199 Fund 211	
<b>Tier I Instruction Activity 3</b> Monitor fidelity of Science program and implementation of curriculum guides. Provide printed curriculum, instructional resources, campus visits and feedback; coaching to teachers/campuses needing or requesting extra support. Conduct Curriculum-Check Points at all secondary campuses and identified elementary campuses. Provide Science Effective Teacher Resources to facilitate program implementation. (QDIP Goals 1, 2, 3, 4)	Science Director  Science Lead Instructional Coaches  Science District Instructional Coaches	10/2015 12/2015 03/2016 05/2016	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Department Chair Data Collection</li> <li>• Curriculum-based Assessments and Semester Exams</li> <li>• Simulation Data</li> <li>• Custom-Data Sheets for Pre-AP/AP and Chembridge Dual-Credit</li> </ul>	<ul style="list-style-type: none"> <li>• Travel Mileage</li> <li>• Printing</li> <li>• Substitute Pay</li> </ul> Fund 199 Fund 211 Fund 287	06/30/16
<b>Tier I Instruction Activity 4</b> Provide Professional Development and resources in preparation for STAAR/EOC readiness (countdowns and reviews) in grades 5, 8, and Biology. (QDIP Goals 1, 2, 4)	Science Director  Science Lead Instructional Coaches  Science District Instructional Coaches	10/2015 12/2015 03/2016 05/2016	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Professional Learning Evaluations</li> <li>• Curriculum-based Assessments and Semester Exams</li> <li>• Simulation Data</li> <li>• STAAR/EOC/TAKS results</li> <li>• Custom-Data Sheets for Pre-AP</li> </ul>	<ul style="list-style-type: none"> <li>• Consulting Services (add)</li> <li>• Room Rentals</li> <li>• Teaching Supplies</li> <li>• Printing</li> <li>• STAAR/EOC Reference Materials</li> <li>• Books and educational literature</li> </ul> Fund 211	06/30/16

<p><b>Tier I Instruction Activity 5</b> Provide professional development in the areas of leadership, content deepening, and STAAR/EOC readiness for department chairs and leadership teams. (QDIP Goals 1, 2, 3, 4)</p>	<p>Science Director Science Lead Instructional Coaches</p> <p>Science District Instructional Coaches</p>	<p>10/2015 12/2015 03/2016 05/2016</p>	<ul style="list-style-type: none"> <li>• Department Chair Planning</li> <li>• Campus Fidelity Visits Data</li> <li>• Department Chair Survey (end of year)</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Supplies</li> <li>• Educational Literature/Memberships</li> <li>• STAAR/EOC Reference Material</li> <li>• Substitute Pay</li> <li>• Technology equipment</li> </ul> <p>Fund 211</p>	<p>06/30/16</p>
<p><b>Tier I Instruction Activity 6</b> Provide implementation of dual-credit course with UT Austin's ChemBridge Program Partnership to include technology equipment, textbooks, tuition, and supplies for student participants. (QDIP Goals 1, 2, 3, 4)</p>	<p>Science Director;  Science Lead Instructional Coaches</p>	<p>10/2015 12/2015 03/2016 05/2016</p>	<ul style="list-style-type: none"> <li>• Email Communication</li> <li>• Teacher Surveys</li> <li>• UT College Credit</li> <li>• Custom Data Reports</li> <li>• Failure Reports: SAISD &amp; UT</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Equipment – laptops, tablets</li> <li>• Student Supplies/Textbooks</li> <li>• Tuition</li> </ul> <p>Fund 164</p>	<p>06/30/16</p>
<p><b>Tier I Instruction Activity 7</b> Increase the number of opportunities for students to participate in advanced Science programs by implementing and supporting initiatives such as AVID, GEAR Up, STEM, AP, and Dual-Credit College Courses. Support program growth and effectiveness through professional learning opportunities and instructional resources. (QDIP Goals 3, 4)</p>	<p>Science Director;  Science Lead Instructional Coaches</p>	<p>10/2015 12/2015 03/2015 05/2015</p>	<ul style="list-style-type: none"> <li>• Curriculum/Syllabus</li> <li>• Campus Fidelity Visits Data</li> <li>• Curriculum-based Assessments and Semester Exams</li> <li>• Simulation Data</li> <li>• AP Exam Results</li> <li>• Custom-Data Sheets for Pre-AP/AP and Chembridge Dual-Credit</li> </ul>	<ul style="list-style-type: none"> <li>• AP Science Workshops</li> <li>• Supplies, tools, and resources</li> </ul> <p>Fund 211</p>	<p>06/30/16</p>



<b>Tier I Instruction Activity 8</b> Participation in community/university professional development opportunities such as: Sally Ride, Our Lady of the Lake University, and UT Health Science System Voelcker Academy. (QDIP Goals 3, 4)	Science Director;  Science Lead Instructional Coaches	06/2016	<ul style="list-style-type: none"> <li>Professional Development Offerings</li> <li>Teacher Participation</li> </ul>	<ul style="list-style-type: none"> <li>Fees</li> <li>PD Resources</li> </ul> Fund 211	06/30/16
<b>Tier I Instruction Activity 9</b> Provide a district-wide Science Teacher Academy, for grades K-5. (QDIP Goals 1, 2, 3, 4)	Science Director;  Science Lead Instructional Coaches	06/30/16	<ul style="list-style-type: none"> <li>Summer Science Academy Session Attendance</li> <li>Session Evaluations</li> <li>Campus Walkthroughs</li> <li>Program Implementation</li> </ul>	<ul style="list-style-type: none"> <li>Room Rentals</li> <li>Teaching Supplies</li> <li>Printing</li> <li>Extra Duty</li> </ul> Fund 199 Fund 211	06/30/16
<b>Tier I Instruction Activity 10</b> Provide support for chemical storage, safety materials, and clean-up at secondary campuses including supplies, inventory extra-duty pay, and chemical waste clean –up costs.	Science Director;  Science Lead Instructional Coaches	10/2015 01/2016 06/30/16	<ul style="list-style-type: none"> <li>Campus Chemical Inventory</li> <li>Cross Departmental Meeting Agendas</li> <li>Department Chair Leadership Academy Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Supplies</li> <li>Chemical Removal Contract</li> </ul> Fund 199	06/30/16
<b>Tier I Instruction Activity 11</b> Provide support for the elementary science lab for cross-grade level use, living science orders, and STEM. (QDIP Goals 1, 2, 3, 4)	Science Director;  Science Lead Instructional Coaches	10/2015 12/2015 03/2016 05/2016	<ul style="list-style-type: none"> <li>Lab Inventories</li> <li>Campus Walk-through Data</li> <li>Curriculum-based Assessments and Semester Exams</li> <li>Simulation Data</li> <li>STAAR/EOCC Results</li> </ul>	Part-time Support Fund 164 Fund 199 Fund 211 Fund 287	06/30/16
<b>Tier I Instruction Activity 12</b> Provide student consumables for STAAR/EOC (Fall, Spring and Summer) readiness and printed student companion booklets. (QDIP Goals 1)	Science Director  Science Lead Instructional Coaches	10/2015 12/2015 03/2016 05/2016	<ul style="list-style-type: none"> <li>Campus Walk-through Data</li> <li>Curriculum-based Assessments and Semester Exams</li> <li>Simulation Data</li> <li>STAAR/EOC/TAKS results</li> </ul>	<ul style="list-style-type: none"> <li>Student Supplies</li> <li>Printing</li> </ul> Fund 164 Fund 211	06/30/16
<b>Tier I Instruction Activity 13</b> Provide an elementary and	Science Director	10/2015 12/2015 03/2016	<ul style="list-style-type: none"> <li>Conference Participation by teachers, parents, and students</li> </ul>	<ul style="list-style-type: none"> <li>Student Supplies</li> <li>Printing</li> </ul>	06/30/16

secondary Science Fair & Expo, and field experiences to enhance extra-curricular program participation. (QDIP Goals 1, 2, 3, 4)	Science Lead Instructional Coaches	05/2016	<ul style="list-style-type: none"> <li>Science Fair &amp; Expo Surveys</li> </ul>	Fund 164 Fund 199	
<b>Tier I Instruction Activity 14</b> Support literacy in the science content area with a variety of science-based literature to be used in daily instructional and intervention. (QDIP Goals 1)	Science Director  Science Lead Instructional Coaches	10/2015 12/2015 03/2016 05/2016	<ul style="list-style-type: none"> <li>Walk-through Data</li> <li>Curriculum-based Assessments and Semester Exams</li> <li>Simulation Data</li> <li>STAAR/EOC/TAKS results</li> </ul>	<ul style="list-style-type: none"> <li>Student Supplies</li> <li>Printing</li> </ul> Fund 164 Fund 211	06/30/16

## Social Studies Department District Improvement Plan: 2015-2016

### District QDIP Goals:

#### **1. All Students will read and write at grade level PK-12**

##### **Measurable Performance Objectives:**

- Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures
- 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener
- 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance

#### **2. All students will demonstrate SAISD Core Values as they develop 21<sup>st</sup> Century knowledge and skills in PK-12**

##### **Measurable Performance Objectives:**

- a. Students will engage in creativity/innovation across content by reinforcing the habit of asking good questions; and accessing and analyzing information to understand more deeply as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- b. Students will use critical thinking and problem-solving to understand real world issues as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- c. Students will work collaboratively by listening to and learning from others with varied perspectives and expertise as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- d. Students will exhibit values and behaviors of citizenship in the school environment and community at large

#### **3. All students will utilize and demonstrate technology literacy and applications in PK-12**

##### **Measurable Performance Objectives:**

- a. Students will demonstrate proficiency in the use of technology as measured by the STAAR Charts and Technology TEKS
- b. Students will have access to innovative technology, hardware and software, on a 3 to 1 student to technology ratio for daily use in the classroom as measured by student work and assessment
- c. Technology infrastructure will effectively support hardware, software, increased bandwidth and browsers to access the Internet, as required by new textbook adoptions and state standards

#### **4. All students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success**

##### **Measurable Performance Objectives:**

- a. College, Career and Readiness Standards K-12 will be implemented through the curricula and measured by the STAAR Index 4
- b. Students will be provided with opportunities for dual-credit early college coursework as measured by dual-credit program participation and student achievement

- c. Students will successfully meet new House Bill 5 graduation requirements to include endorsements and distinguished diplomas for college and/career opportunities as measured by program participation and graduation rates and plans

**5. SAISD will use a comprehensive, systemic process to monitor and evaluate the effectiveness of academic, extra-curricular, and student support programs**

**Measurable Performance Objectives:**

- Fidelity to the implementation of the curricula will be monitored and evaluated by the education team to include: Curriculum & Instruction, Office of School Leadership, Principals, Campus Instructional Leadership Teams, Academic Support and Extra-Curricular Programs through district-developed program rubrics
- 100% of campuses will be monitored on a regular basis as established by performance levels, campus needs, and state and federal accountability requirements
- A feedback loop that fosters high leverage programming for school improvement, student achievement, program offerings, and budgetary needs will be established at multiple levels to meet on a quarterly basis using multiple measures to evaluate program effectiveness and continuation

**Program Goals: Increase Social Studies STAAR/EOC performance to meet Social Studies proficiency and college readiness as established by TEA STAAR and EOC Performance Accountability in Indices 1, 3, & 4.**

- 6. 8<sup>th</sup> Grade: 80% of students taking STAAR will pass at the TEA established level (Level II)**
- 7. U. S. History: 93% of students taking EOC will pass at the TEA established level (Level II)**
- 8. Increase enrollment of students in AP classes**
- 9. Increase number of students advancing to National History Day Competition**

**Program Goals for non-testable grade levels:**

- **All grade levels will demonstrate fidelity to the social studies frameworks & curriculum guides**
- **Measurement of student mastery will be demonstrated by CBA data**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Ensure a balanced and rigorous social studies curriculum.</li> <li>• Ensure that all classrooms have a student-centered focus.</li> <li>• Ensure all professional learning is focused on student performance.</li> <li>• Design the high school instructional program to focus on ensuring success for all students and to prepare students for transitioning from high school to higher education.</li> <li>• Ensure that each student will attain the skills to achieve a minimum of one year's growth annually, meet or exceed promotion/graduation requirement, and become a lifelong learner in order to compete in a global society.</li> </ul>					
<p><b>Tier I Instruction Activity 1</b>  By August 2015 social studies curriculum guides will be written and published for grades K-12. The curriculum will be aligned to social studies standards (TEKS), testable supporting and readiness standards, literacy, ELPS, career and college ready standards, and technology and will include supporting and supplemental materials and resources.  (District QDIP Goals 1, 2, 3, 4)</p>	<p>Social Studies Director;   Social Studies Lead Instructional Coaches;   Social Studies Instructional Coaches</p>	<p>08-15  10-15  01-16  03-16</p>	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Semester Exams Data</li> <li>• Curriculum Based Assessment Data</li> <li>• Benchmark Data</li> <li>• Teacher Focus Groups</li> <li>• Failure Report</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' Curriculum Institute (TCI)</li> <li>• Teacher Created Materials</li> <li>• SAISD Social Studies Website</li> <li>• Rosen Classroom</li> <li>• DBQ Project</li> <li>• Sunburst Digital</li> <li>• Teacher/Student STAAR Reference Guides</li> <li>• Jarrett Publishing</li> <li>• Supplemental Reading Materials</li> </ul> <p>Funds:  164 \$244,767.00  255 \$ 50,000.00</p>	<p>6-26-16</p>

<p><b>Tier I Instruction Activity 2</b> Provide targeted professional development to social studies teachers and administrators to include the integration of technology and instructional strategies addressing the learning styles of all students (General Education, Spec. Ed, ELL, GT), via August PLC, Fall and Winter Conferences, District Professional Development Days, Summer Social Studies Academy, Feeder Cluster Meetings, including professional development conferences for Director &amp; Instructional Coaches to attend. (District QDIP Goals 1, 2, 3, 4)</p>	<p>Social Studies Director;  Social Studies Lead Instructional Coaches;  Social Studies Instructional Coaches</p>	<p>08-15 9-15 10-15 11-15 12-15 1-16 2-16 3-16 4-16 5-16 Summer 2016</p>	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Professional Learning Evaluations</li> <li>• Semester Exams Data</li> <li>• Curriculum Based Assessments</li> <li>• Benchmark Data</li> <li>• Failure Report</li> </ul>	<ul style="list-style-type: none"> <li>• Rental fees (Region 20)</li> <li>• Contractual Services</li> <li>• Printing (Lanier Print Shop)</li> <li>• Extra-Duty Pay (Presenters)</li> <li>• Travel to conferences (NCSS, TCSS, TSSSA, Region 20, TEA Assessment Conference)</li> <li>• Professional Memberships</li> <li>• Supplemental Reading Materials</li> </ul> <p>Funds: 199 \$ 13,140.00 255 \$118,839.00</p>	<p>6-26-16</p>
<p><b>Tier I Instruction Activity 3</b> Monitor fidelity of social studies program and implementation of curriculum guides. Provide coaching to teachers/campuses needing or requesting extra support to include Feeder Cluster Meetings. (District QDIP Goals 1, 2, 3, 4, 5)</p>	<p>Social Studies Director;  Social Studies Lead Instructional Coaches;  Social Studies Instructional Coaches</p>	<p>August 2015 – June 2016</p>	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> </ul>	<ul style="list-style-type: none"> <li>• Local Travel Mileage</li> <li>• Lanier Print Shop</li> </ul> <p>Funds: 255 \$4,000.00</p>	<p>6-26-16</p>
<p><b>Tier I Instruction Activity 4</b> Provide Professional Development to review strategies for STAAR/EOC (STAARt Success) for STAAR grade 8, EOC grade11 to include special populations. (District QDIP Goals 1, 2, 3, 4, 5)</p>	<p>Social Studies Director;  Social Studies Lead Instructional Coaches;  Social Studies Instructional Coaches</p>	<p>09-15 10-15 2-15 3-15</p>	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Professional Learning Evaluations</li> <li>• Semester Exams Data</li> <li>• Curriculum Based Assessment Data</li> <li>• Benchmark Data</li> <li>• STAAR/EOC results</li> </ul>	<ul style="list-style-type: none"> <li>• Lanier Print Shop</li> <li>• Supplies</li> </ul> <p>Funds: 255 \$1,500.00</p>	<p>6-26-16</p>

<p><b>Tier I Instruction Activity 5</b> Provide professional development in the areas of leadership, content deepening, book studies, and STAAR/EOC readiness to include technology integration for ACTs and Department chairs (District QDIP Goals 1, 2, 3, 4, 5)</p>	<p>Social Studies Director;  Social Studies Lead Instructional Coaches;  Social Studies Instructional Coaches</p>	<p>August 2015 – May 2016</p>	<ul style="list-style-type: none"> <li>• Department Chair Binders</li> <li>• Campus Fidelity Visits Data</li> <li>• Department Chair/ACT Survey (end of year)</li> <li>• Sign-in Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Lanier Print Shop</li> <li>• Supplies</li> <li>• Supplemental Reading Materials</li> </ul> <p>Funds: 255 \$1,200.00</p>	<p>6-26-16</p>
<p><b>Tier I Instruction Activity 6</b> Increase the number of students passing the AP exams by providing professional learning opportunities and supplemental materials for teachers integrating College Board and Career and College Ready strategies. Develop standardized syllabi for all AP courses in social studies (Planning year). (District QDIP Goals 1, 2, 3, 4)</p>	<p>Social Studies Director;  Social Studies Lead Instructional Coaches;  Social Studies Instructional Coaches</p>	<p>August 2015 – June 2016</p>	<ul style="list-style-type: none"> <li>• Campus Fidelity Visits Data</li> <li>• Semester Exams Data</li> <li>• Benchmark Data</li> <li>• AP Exam Results</li> </ul>	<ul style="list-style-type: none"> <li>• TCI</li> <li>• Rosen Classroom</li> </ul> <p>Materials purchased through Gear-Up Grant, Fund 274</p>	<p>6-26-16</p>

<p><b>Tier I Instruction Activity 7</b> Increase number of students participating in SAISD History Day Fair and advancing to State and National History Day Competitions (District QDIP Goals 1, 2, 3, 4)</p>	<p>Social Studies Director;  Social Studies Lead Instructional Coaches;  Social Studies Instructional Coaches</p>	<p>October 2015 January 2016 February 2016 May 2016 June 2016</p>	<ul style="list-style-type: none"> <li>• Results from District, Regional, State History Day Fairs</li> </ul>	<ul style="list-style-type: none"> <li>• Registration Fees</li> <li>• Certificates/Medals/Ribbons</li> <li>• Travel (Lodging, meals, transportation)</li> </ul> <p>Funds: 199 \$25,000.00</p>	<p>6-26-16</p>
<p><b>Tier I Instruction Activity 8</b> Provide curriculum and training for summer credit attainment courses in Government and Economics. (District QDIP Goals 1, 2, 3, 4)</p>	<p>Social Studies Director;  Social Studies Lead Instructional Coaches;  Social Studies Instructional Coaches</p>	<p>May 2016 June 2016</p>	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Credits earned</li> </ul>	<ul style="list-style-type: none"> <li>• Lanier Print Shop</li> <li>• Supplies</li> </ul> <p>Fund: 255 \$2,500.00</p>	
<p><b>Tier II Instruction Activity 9</b> Provide curriculum and training for summer EOC Prep program which will enable high school students who fail to meet the requirements of the EOC to include special populations. (District QDIP Goals 1, 2, 3, 4, 5)</p>	<p>Social Studies Director;  Social Studies Lead Instructional Coaches;  Social Studies Instructional Coaches</p>	<p>June 2016</p>	<ul style="list-style-type: none"> <li>• EOC retest results</li> </ul>	<ul style="list-style-type: none"> <li>• Jarrett Publishing</li> <li>• Student Study Guides</li> <li>• Supplies</li> <li>• Lanier Print Shop</li> </ul> <p>Funds: 211 \$66,500.00</p>	<p>7-16</p>



# Early Childhood Education (Pre-K & Head Start) Department Action Plan 2015-2016

**GOAL: To implement a high quality early childhood education program that enhances the learning and well –being of 3 and 4 year old’s in SAISD and leads to:**

- Meet all federal, state, city, and district mandates for the Pre-kindergarten and Head Start programs.
- 85% of all federally funded Head Start students will meet the satisfactory cut point of the CIRCLE end of the year (EOY) assessment in the areas of Literacy and Math Concepts.
- 10% increase in the number of parents participating in parental involvement opportunities (to include volunteering, attending parent education trainings, and governance) as measured through campus records and Child Plus reports.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. All measures and resources will be utilized to meet Pre-K and Head Start program mandates at the federal, state, city, and district levels.</li> <li>2. All instructional classrooms are student-centered and developmentally appropriate.</li> <li>3. All professional learning is focused on student performance and instructional excellence.</li> <li>4. Parents/guardians have opportunities to be involved in their child’s education.</li> </ol>					
<p><b>Strategy 1, Activity 1:</b> Increase the number of applicants for all ECE programming (to include children with disabilities) by convening ECE recruitment/application events in the neighborhoods and communities of SAISD; and attending community and campus events to inform the community about the ECE programs available for 3 and 4 year old’s and the process for application.</p>	<ul style="list-style-type: none"> <li>• ERSEA Coordinator</li> <li>• ECE Sr. Coordinator</li> <li>• Head Start Family Support Workers</li> <li>• Head Start Disabilities Coordinator</li> <li>• ECE Department staff</li> </ul>	<ul style="list-style-type: none"> <li>• June 2015</li> <li>• May 2016</li> <li>• June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• PK Applications and reports</li> <li>• Head Start Applications</li> <li>• Child Plus Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising</li> <li>• Printing</li> <li>• Over time pay</li> <li>• Fund 199</li> <li>• Fund 211</li> <li>• Fund 205</li> </ul>	<p>June 2016</p>

<p><b>Strategy 1, Activity 2:</b> Meet program mandates in Education by conducting multi-disciplinary staffing for Head Start students and convening RtI meetings for students in Pre-K and Head Start so that interventions and supports can be developed and put into place for the students.</p>	<ul style="list-style-type: none"> <li>• Principal or designee Coordinator</li> <li>• Campus based RtI Coordinators</li> <li>• ECE Teachers</li> <li>• FSWs</li> </ul>	<ul style="list-style-type: none"> <li>• Oct - Nov 2015</li> <li>• June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Child Plus Reports</li> <li>• Campus RtI logs and reports</li> <li>• CIRCLE Data</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental pay</li> <li>• Fund 205</li> <li>• Fund199</li> </ul>	<p>June 2016</p>
<p><b>Strategy 1, Activity 3:</b> Comply with all safety regulations by instituting a multi-level monitoring system where all department personnel are responsible for reporting any safety concerns so that they may be corrected.</p>	<ul style="list-style-type: none"> <li>• Head Start Health and Safety Coordinator</li> <li>• All ECE Department Staff</li> <li>• Campus based administrators, ECE teachers and custodians</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring reports from City of San Antonio and SAISD</li> </ul>	<ul style="list-style-type: none"> <li>• Supplies</li> <li>• Printing</li> <li>• Professional Development</li> <li>• Supplemental pay</li> <li>• Fund 199</li> <li>• Fund 205</li> <li>• Fund 211</li> </ul>	<p>June 2016</p>
<p><b>Strategy 1, Activity 4:</b> Provide all ECE children daily with a healthy and nutritious breakfast and lunch that meet all dietary guidelines and individual students' needs.</p>	<ul style="list-style-type: none"> <li>• Head Start Nutrition Coordinator</li> <li>• Food Services</li> <li>• Campus based administrators</li> <li>• Campus based Food Service Staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Reports from Food Services</li> </ul>	<ul style="list-style-type: none"> <li>• Supplies</li> <li>• Professional Development</li> <li>• Fund 199</li> <li>• Fund 205</li> <li>• Fund 211</li> </ul>	<p>June 2016</p>

<p><b>Strategy 2 and 3, Activity 1:</b> Focus Documents will be used to ensure vertical alignment in TEA Pre-K Guidelines and Head Start Child Outcomes in Language Development, Literacy Knowledge and Skills, Mathematics, Physical Development and Health, Social and Emotional Development, Approaches to Learning, Science Knowledge and Skills and Creative Arts Expression.</p>	<ul style="list-style-type: none"> <li>• ECE Senior Director/Coordinator</li> <li>• Early Childhood Education Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> <li>• September 2015</li> <li>• December 2015</li> <li>• February 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher use and feedback</li> <li>• Classroom Visits and monitoring</li> <li>• CIRCLE Data Reports – Beginning of year, Middle of year, and End of year</li> </ul>	<ul style="list-style-type: none"> <li>• Updated Focus Documents</li> <li>• Frog Street Press</li> <li>• Staff Development and follow up</li> <li>• Fund 205</li> <li>• Fund 199</li> </ul>	<p>August 2015- June 2016</p>
<p><b>Strategy 2 and 3, Activity 2:</b> Conduct data driven professional development for Teachers, teaching assistants, and Head Start floaters -Developmentally Appropriate Practices (DAP) book -Frog Street Press Overview -Online CIRCLE</p>	<ul style="list-style-type: none"> <li>• ECE Senior Director/Coordinator</li> <li>• Early Childhood Education Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015 – May 2016</li> <li>• August pre service</li> <li>• Super Sat</li> <li>• Parent Summits</li> <li>• On-site professional development</li> </ul>	<ul style="list-style-type: none"> <li>• PD Evaluations</li> <li>• Classroom observations for Frog Street Press Integration</li> <li>• CIRCLE Implementation and Data- BOY, MOY, and EOY</li> </ul>	<ul style="list-style-type: none"> <li>• Needs Assessment Results Fund: 199, 164 &amp; 205 (Local and Head Start Funding)</li> <li>• Online CIRCLE (Fund 164 and 205)</li> <li>• FSP On-line (Fund 199, 164 and 211)</li> <li>• Webinars</li> <li>• Substitutes for teacher coverage while attending professional development (Fund 205 &amp; 211)</li> </ul>	<p>Sept. 2015- June 2016</p>
<p><b>Strategy 2 and 3, Activity 3:</b> Conduct classroom follow-up visits to ensure implementation and fidelity to the curriculum - Look for evidence of Implementation/lesson plans -Look at trend data and lesson planning -Provide feedback to teachers and administrators -CLASS observations</p>	<ul style="list-style-type: none"> <li>• ECE Staff</li> <li>• Campus Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• September 2015 – June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Visits</li> <li>• “Look Fors”</li> <li>• CIRCLE On-line Data</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Guides</li> <li>• Classroom Observation Form</li> <li>• CLASS observation feedback</li> <li>• Fund 199</li> <li>• Fund 205</li> </ul>	<p>June 2016</p>

<p><b>Strategy 4, Activity 1:</b> Develop and send quarterly a program-wide calendar of events pertaining to ECE students (Health, literacy, safety, financial literacy, social services) to parents that will also be accessible on-line.</p>	<ul style="list-style-type: none"> <li>• Head Start Parent Facilitators</li> <li>• Head Start Family Support Workers</li> <li>• Campus based Community Liaisons and/or parent coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• December 2015</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in sheets at parent events</li> <li>• Parent/volunteer reports to Federal programs</li> <li>• Child Plus reports for Head Start</li> <li>• PLC</li> </ul>	<ul style="list-style-type: none"> <li>• Printing</li> <li>• Fund 199</li> <li>• Fund 211</li> <li>• Fund 205 (Head Start Funds)</li> </ul>	<p>June 2016</p>
<p><b>Strategy 4 Activity 2:</b> Develop, distribute, and collect a survey of ECE parents to determine needs/interests for parent training sessions and presentations.</p>	<ul style="list-style-type: none"> <li>• Head Start Parent Facilitators</li> <li>• Head Start Family Support Workers</li> <li>• Campus based Community Liaisons and/or parent coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• December 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Analysis of surveys</li> <li>• Agendas from Spring parent meetings, trainings, presentations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Printing</li> <li>• Fund 199</li> <li>• Fund 205</li> <li>• Fund 211</li> </ul>	<p>Sept. 2015 January 2016</p>
<p><b>Strategy 4, Activity 3:</b> Combine school resources to develop a comprehensive plan for scheduling and presenting topics to parents.</p>	<ul style="list-style-type: none"> <li>• Head Start Parent Facilitators</li> <li>• Head Start Family Support Workers</li> <li>• Campus based Parent &amp; Family Support Liaisons</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> <li>• January 2016</li> <li>• June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Calendars</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of events</li> </ul>	<p>June 2016</p>

# Advanced Academics Action Plan 2015-2016

## 1. All Students will read and write at grade level PK-12

### Measurable Performance Objectives:

- Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures
- 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener
- 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance

## 2. All students will demonstrate SAISD Core Values as they develop 21<sup>st</sup> Century knowledge and skills in PK-12

### Measurable Performance Objectives:

- a. Students will engage in creativity/innovation across content by reinforcing the habit of asking good questions; and accessing and analyzing information to understand more deeply as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- b. Students will use critical thinking and problem-solving to understand real world issues as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- c. Students will work collaboratively by listening to and learning from others with varied perspectives and expertise as evidenced by student work, classroom walkthroughs, and curriculum-based assessments

## 3. All students will utilize and demonstrate technology literacy and applications in PK-12

### Measurable Performance Objectives:

- a. Students will demonstrate proficiency in the use of technology as measured by the STAAR Charts and Technology TEKS
- b. Students will have access to innovative technology, hardware and software, on a 3 to 1 student to technology ratio for daily use in the classroom as measured by student work and assessment

## 4. All students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success

### Measurable Performance Objectives:

- a. College, Career and Readiness Standards K-12 will be implemented through the curricula and measured by the STAAR Index 4
- b. Students will be provided with opportunities for dual-credit early college coursework as measured by dual-credit program participation and student achievement
- c. Students will successfully meet new House Bill 5 graduation requirements to include endorsements and distinguished diplomas for college and/career opportunities as measured by program participation and graduation rates and plans

**5. SAISD will use a comprehensive, systemic process to monitor and evaluate the effectiveness of academic, extra-curricular, and student support programs**

**Measurable Performance Objectives:**

- Fidelity to the implementation of the curricula will be monitored and evaluated by the education team to include: Curriculum & Instruction, Office of School Leadership, Principals, Campus Instructional Leadership Teams, Academic Support and Extra-Curricular Programs through district-developed program rubrics
- 100% of campuses will be monitored on a regular basis as established by performance levels, campus needs, and state and federal accountability requirements
- A feedback loop that fosters high leverage programming for school improvement, student achievement, program offerings, and budgetary needs will be established at multiple levels to meet on a quarterly basis using multiple measures to evaluate program effectiveness and continuation

**Program Goal: Advanced Academics will provide quality professional development, programming and resources to integrate rigor and relevance for Gifted and Talented and Advanced Placement students.**

**Advanced Placement:**

- **Increase the number of students receiving qualifying scores on AP exams by**  
**10% in AP Spanish**  
**5% in AP English and AP Mathematics**  
**5% in AP Social Studies and AP Science**

**Gifted and Talented:**

- **Increase the number of identified GT students from 5% to 7%**
- **Increase the number of GT students that will be performing at the Advanced Level on STAAR/EOC**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Implement an Advanced Placement Program that will ensure college readiness</li> <li>▪ Provide professional development for GT teachers and administrators</li> <li>▪ Provide professional learning in Pre-AP and AP strategies and resources for Pre-AP / AP Coordinators and administrators</li> <li>▪ Provide opportunities for students to participate in academic competitions</li> </ul>					
<p><b>Activity 1:</b> Provide teachers with Pre-AP and AP strategies and instructional resources that promote reading and writing, and are aligned to the College Board curricular requirements.</p>	<ul style="list-style-type: none"> <li>• Advanced Academics Senior Coordinator</li> <li>• HS and MS Pre-AP/AP Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2015</li> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Classroom Visits</li> <li>• Agendas</li> </ul>	<ul style="list-style-type: none"> <li>• \$113,000 Fund 164 State Comp</li> </ul>	<p>May 2016</p>
<p><b>Activity 2:</b> Provide an opportunity for <b>all</b> students taking an AP course to challenge the exam.</p>	<ul style="list-style-type: none"> <li>• Advanced Academics Senior Coordinator</li> <li>• Pre-AP/AP Coordinators &amp; Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2015</li> <li>• May 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Campus AP Exam Invoices</li> </ul>	<ul style="list-style-type: none"> <li>• \$105,000 Fund 164 State Comp</li> </ul>	<ul style="list-style-type: none"> <li>• June 2015</li> </ul>
<p><b>Activity 3:</b> Provide support in monitoring the implementation of the College Board approved syllabi while ensuring teachers reach the levels of instructional rigor needed for college readiness.</p>	<ul style="list-style-type: none"> <li>• Advanced Academics Senior Coordinator</li> <li>• AP Coordinators &amp; Principals</li> <li>• College Board</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> <li>• Dec 2015</li> <li>• May 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Evaluations</li> <li>• AP Released Exam Invoices</li> <li>• Membership Invoices</li> </ul>	<ul style="list-style-type: none"> <li>• \$13,850 Fund 164 State Comp</li> </ul>	<ul style="list-style-type: none"> <li>• Dec 2015</li> <li>• June 2016</li> </ul>

<p><b>Activity 4:</b> Conduct AP curriculum checkpoints to monitor progress and to assist teachers in planning effective instruction.</p>	<ul style="list-style-type: none"> <li>• Advanced Academics Senior Coordinator</li> <li>• Campus Administration</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• October 2015</li> <li>• January 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Student Feedback</li> <li>• Exam Scores</li> <li>• AP Scores</li> </ul>	<ul style="list-style-type: none"> <li>• \$5,000 Fund 165 GT</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>
<p><b>Activity 6:</b> Provide professional learning for:</p> <ul style="list-style-type: none"> <li>• GT Coordinators on TEA compliance documentation, the nomination process, assessments, and selection to ensure proper implementation at the campus level.</li> <li>• GT teachers on the nature and needs, assessment and identification, and curriculum and instruction for gifted students.</li> <li>• K-12 GT teachers on the creation of the Texas Performance Standards Projects.</li> <li>• K-8<sup>th</sup> grade GT teachers on “Aim to Grow Your Brain” enrichment activities that will integrate reading, writing and academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Academics Senior Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2015</li> <li>• Nov 2015</li> <li>• Dec 2015</li> <li>• Feb 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Evaluations</li> <li>• GT classroom observations</li> <li>• GT hours for teachers</li> </ul>	<ul style="list-style-type: none"> <li>• \$43,000 Fund 165 GT (coordinators/printing)</li> </ul>	<ul style="list-style-type: none"> <li>• May 2016</li> </ul>



# Academic Support Department (College & Career Readiness) 2015-2016

## **Program Goals: Increase College and Career (C<sup>2</sup>) readiness and awareness through rigorous instruction among K-12 students.**

- Increase post-secondary readiness by identifying, monitoring and analyzing data critical to college and career success
- Support the college admissions and financial aid process at all secondary campuses
- Create a college going culture within all K-12 campuses
- Increase the number of academic and technical dual credit courses offered and enrollment in the courses by 10% in 2015-16

## **District QDIP GOALS**

### **Goal 1: All students will read and write at grade level PK-12.**

#### **Measurable Performance Objectives:**

- Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures
- 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener
- 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance

### **Goal 2: All students will demonstrate SAISD core values as they develop 21<sup>st</sup> Century knowledge and skills in PK-12.**

#### **Measurable Performance Objectives:**

- Students will engage in creativity/innovation across content by reinforcing the habit of asking good questions; and accessing and analyzing information to understand more deeply as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- Students will use critical thinking and problem-solving to understand real world issues as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- Students will work collaboratively by listening to and learning from others with varied perspectives and expertise as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- Students will exhibit values and behaviors of citizenship in the school environment and community at large

### **Goal 3: All students will utilize and demonstrate technology literacy and applications in PK-12.**

#### **Measurable Performance Objectives:**

- Students will demonstrate proficiency in the use of technology as measured by the STAAR Charts and Technology TEKS
- Students will have access to innovative technology, hardware and software, on a 3 to 1 student to technology ratio for daily use in the classroom as measured by student work and assessment
- Technology infrastructure will effectively support hardware, software, increased bandwidth and browsers to access the Internet, as required by new textbook adoptions and state standards

### **Goal 4: All students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success.**

#### **Measurable Performance Objectives:**

- College, Career and Readiness Standards K-12 will be implemented through the curricula and measured by the STAAR Index 4
- Students will be provided with opportunities for dual-credit early college coursework as measured by dual-credit program participation and student achievement
- Students will successfully meet new House Bill 5 graduation requirements to include endorsements and distinguished diplomas for college and/career opportunities as measured by program participation and graduation rates and plans

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Ensure a viable, rigorous and state aligned curriculum in K-12</li> <li>• Ensure targeted professional learning in K-12</li> <li>• Ensure the college and career readiness standards are implemented across content areas through focused campus planning and classroom visits</li> <li>• Ensure adequate and appropriate instructional resources, materials and technology tools are available for all learners to support college and career awareness and exploration</li> </ul>					
<p><b>Tier I Instruction Activity 1</b> Support monthly high school C<sup>2</sup> team meetings to plan and implement campus-wide college and career awareness and exploration activities  (QDIP Goals 1, 2, 3, 4)</p>	<p>Sr. Executive Director, Academic Support  Executive Director, Student Support  HS Lead Counselors  C<sup>2</sup> Team Members</p>	<p>9/2015 10/2015 11/2015 12/2015 1/2016 2/2016 3/2016 4/2016 5/2016</p>	<ul style="list-style-type: none"> <li>• Monthly C<sup>2</sup> Sign-In Forms, Agendas &amp; Meeting Minutes</li> <li>• Campus Visits</li> <li>• GEAR UP College Readiness Coach Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Campus C<sup>2</sup> Notebooks</li> <li>• National Student Clearinghouse Data</li> <li>• C<sup>2</sup> Historical Data by campus</li> </ul>	<p>05/20/16</p>
<p><b>Tier I Instruction Activity 2</b> Provide funds and monitor results of TSI tests administered to seniors and students enrolling in dual credit</p>	<p>Sr. Executive Director, Academic Support  Executive Director, Student Support  HS Counselors</p>	<p>9/2015 1/2016</p>	<ul style="list-style-type: none"> <li>• Number of students completing the TSI modules and taking the exam</li> <li>• Number of students scoring at the college ready level on TSI</li> </ul>	<ul style="list-style-type: none"> <li>• TSI Exams Fund 244 \$50,000</li> </ul>	<p>05/29/15</p>

<p><b>Tier I Instruction Activity 3</b> Increase the number of courses offered and enrollment in both academic and technical dual credit</p> <p>(QDIP Goals 1, 2, 3, 4)</p>	<p>Sr. Executive Director, Academic Support</p> <p>HS Counselors</p> <p>Trinity College Advisors</p>	<p>10/2015 12/2015 03/2016 05/2016</p>	<ul style="list-style-type: none"> <li>• Apply Texas Completion &amp; Submission</li> <li>• TSI Modules and Exam Data</li> <li>• Dual Credit Alignment Meetings with the Alamo Colleges – Agendas &amp; Sign-In Forms</li> <li>• Number of students scoring at the TSI Ready Level</li> <li>• TSI Awareness Meeting with local college representatives</li> </ul>	<ul style="list-style-type: none"> <li>• TSI Exams Fund 244 - \$15,000</li> <li>• Contracted Service with Trinity University for 8 full-time College Advisors in SAISD GO Centers Fund 199 - \$80,000</li> </ul>	<p>05/1/16</p>
<p><b>Tier I Instruction Activity 4</b> Sustain campus based support for college admissions and financial aid applications through collaboration with Project STAY and San Antonio Education Partnership (SAEP) Advisors along with SAISD Part-time FAFSA Counselors</p> <p>(QDIP Goals 1, 2, 3, 4)</p>	<p>Sr. Executive Director, Academic Support</p> <p>Executive Director, Student Support</p> <p>HS Counselors</p>	<p>10/2015 12/2015 03/2016 05/2016 06/2016</p>	<ul style="list-style-type: none"> <li>• Number of students qualifying for the SAEP Scholarship</li> <li>• FAFSA or TASFA completions based on individual Student Aid Reports</li> <li>• FAFSA Saturday attendance</li> <li>• Campus Financial Aid Nights: Sign-In Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Contracted Service with San Antonio Education Partnership for 8 part-time College Advisors in GO Centers 2 days per week</li> </ul> <p>Fund 164 - \$80,000</p>	<p>06/30/16</p>
<p><b>Tier I Instruction Activity 5</b> Provide resources for FAFSA modules delivered to every senior through Economics class</p> <p>(QDIP Goals 1, 2, 3, 4)</p>	<p>Sr. Executive Director, Academic Support</p> <p>Director, Social Studies</p> <p>Economics Teachers</p>	<p>1/2016 2/2016</p>	<ul style="list-style-type: none"> <li>• Economics Enrollment for Semester 1 &amp; Semester 2</li> <li>• Classroom Visits</li> <li>• FAFSA Completions &amp; Submissions</li> <li>• Uploads from DOE for FAFSA comparisons with individual SARs</li> </ul>	<ul style="list-style-type: none"> <li>• FAFSA resources – locally developed</li> <li>• Texas Guaranteed FAFSA Modules and Lesson Plans</li> <li>• Printing Fund 167 - \$2,000</li> </ul>	<p>02/13/16</p>

<p><b>Activity 6:</b> Develop processes through which campuses will be able to implement 90 minutes of pull-out time a week by utilizing "Aim to Grow Your Brain."</p>	<ul style="list-style-type: none"> <li>• Advanced Academics Coordinator</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• September 2015</li> <li>• October 2015</li> <li>• January 2016</li> <li>• March 2016</li> <li>• June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation Logs</li> <li>• Campus Walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>
<p><b>Activity 7:</b> Facilitate opportunities for parent awareness and engagement at the campus level regarding AP, G/T and national assessments.</p>	<ul style="list-style-type: none"> <li>• Advanced Academic Senior Coordinator</li> <li>• Campus Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Advertisements</li> <li>• Sign In Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• \$400.00 Fund 164 (printing)</li> </ul>	<ul style="list-style-type: none"> <li>• May 2016</li> </ul>
<p><b>Activity 8:</b> Plan, implement and monitor academic competitions:</p> <ul style="list-style-type: none"> <li>• Academic Decathlon/Octathlon</li> <li>• Elementary, Middle, and High School UIL</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Coordinator</li> <li>• Campus Coaches &amp; UIL Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 2015</li> <li>• Nov 2015</li> <li>• Dec 2015</li> <li>• ES: Feb 2016</li> <li>• HS: March 2016</li> <li>• MS: May 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Team Rosters</li> <li>• Competition results</li> </ul>	<ul style="list-style-type: none"> <li>• \$234,000 Local Fund: 199 (stipends/materials/fees)</li> </ul>	<ul style="list-style-type: none"> <li>• May 2016</li> </ul>

# Academic Support Department (Career & Technical Education) 2015-2016

**Program Goals: Implement hands-on learning strategies in student-centered classrooms through integration of applied core knowledge into the 16 career pathways and 5 endorsement areas.**

- All populations enrolled in Career & Technical Education will meet or exceed state passing rates for 9<sup>th</sup> through 12<sup>th</sup> grade STAAR EOC exams
- Career and Technical Education students will increase Industry Certifications earned by 20% in 2015-16
- Enrollment in technical dual credit courses will increase by 10% in 2015-16

## **District QDIP GOALS**

**Goal 1: All students will read and write at grade level PK-12.**

### **Measurable Performance Objectives:**

- Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures
- 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener
- 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance

**Goal 2: All students will demonstrate SAISD core values as they develop 21<sup>st</sup> Century knowledge and skills in PK-12.**

### **Measurable Performance Objectives:**

- Students will engage in creativity/innovation across content by reinforcing the habit of asking good questions; and accessing and analyzing information to understand more deeply as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- Students will use critical thinking and problem-solving to understand real world issues as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- Students will work collaboratively by listening to and learning from others with varied perspectives and expertise as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- Students will exhibit values and behaviors of citizenship in the school environment and community at large

**Goal 3: All students will utilize and demonstrate technology literacy and applications in PK-12.**

### **Measurable Performance Objectives:**

- Students will demonstrate proficiency in the use of technology as measured by the STAAR Charts and Technology TEKS
- Students will have access to innovative technology, hardware and software, on a 3 to 1 student to technology ratio for daily use in the classroom as measured by student work and assessment
- Technology infrastructure will effectively support hardware, software, increased bandwidth and browsers to access the Internet, as required by new textbook adoptions and state standards

**Goal 4: All students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success.**

### **Measurable Performance Objectives:**

- College, Career and Readiness Standards K-12 will be implemented through the curricula and measured by the STAAR Index 4
- Students will be provided with opportunities for dual-credit early college coursework as measured by dual-credit program participation and student achievement
- Students will successfully meet new House Bill 5 graduation requirements to include endorsements and distinguished diplomas for college and/career opportunities as measured by program participation and graduation rates and plans

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Ensure a viable, rigorous and state aligned curriculum in 7-12</li> <li>• Ensure targeted professional learning in 7-12</li> <li>• Ensure relevant, hands-on curriculum implementation through focused campus planning and classroom visits</li> <li>• Ensure adequate and appropriate instructional resources, materials and books to support instruction for all learners</li> </ul>					
<b>Tier I Instruction Activity 1</b> Provide engaging strategies for ELLs enrolled in CTE courses (QDIP Goals 1, 2, 3, 4)	Sr. Executive Director, Academic Support Bilingual/ESL Coaches	8/2/15	<ul style="list-style-type: none"> <li>• PLC Sign-In Forms &amp; Evaluations</li> <li>• Classroom Visits</li> <li>• Monthly CTE Department Chair Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• <i>50 Strategies for Teaching English Language Learners, Fourth Edition</i></li> <li>• <i>ELPS Academy: A Framework for ELL Success Linguistic Instructional Alignment Guide</i></li> </ul> Fund 244 \$150	06/4/16
<b>Tier I Instruction Activity 2</b> Provide a variety of technology tools that allow students to research facts, create original products and choose the appropriate tools to complete their product and reach their intended outcome (QDIP Goals 1, 2, 3, 4)	Sr. Executive Director, Academic Support CTE Department Chairs & Teachers C&I Directors	08/2015 10/2015 12/2015 03/2016 05/2016	<ul style="list-style-type: none"> <li>• Student Projects &amp; Presentations</li> <li>• CTE Department Chair and Teacher Feedback</li> <li>• Classroom Visits</li> </ul>	<ul style="list-style-type: none"> <li>• PCs, Laptops, iPads, 3-D Printers, Software Licenses</li> </ul> Fund 244 - \$550,000 Fund 167 - \$55,000	06/5/16
<b>Tier I Instruction Activity 3</b> Increase the number of courses offered and enrollment in technical dual credit at the Alamo Colleges (QDIP Goals 1, 2, 3, 4)	Sr. Executive Director, Academic Support CTE Department Chairs & Teachers HS Counselors	10/2015 12/2015 03/2016 05/2016	<ul style="list-style-type: none"> <li>• Apply Texas Completion &amp; Submission</li> <li>• TSI Modules and Exam Data</li> <li>• Technical Dual Credit Alignment Meetings with the Alamo Colleges – Agendas &amp; Sign-In Forms</li> <li>• Number of students scoring at the TSI Ready Level</li> </ul>	<ul style="list-style-type: none"> <li>• DC Textbooks</li> <li>• Recruitment Flyers &amp; Mailouts</li> <li>• TSI Exams</li> </ul> Fund 244 - \$21,000 (textbooks) Fund 244 - \$50,000 (exams)	05/1/16

<p><b>Tier I Instruction Activity 4</b> Increase certifications and licensures offered to and earned by students  (QDIP Goals 1, 2, 3, 4)</p>	<p>Sr. Executive Director, Academic Support CTE Department Chairs CTE Teachers</p>	<p>10/2015 12/2015 03/2016 05/2016 06/2016</p>	<ul style="list-style-type: none"> <li>• Certification/Licensure passing rates compared to number of test takers submitted to TEA on the Annual Performance Effectiveness Report</li> </ul>	<ul style="list-style-type: none"> <li>• Certification Exams</li> </ul> <p>Fund 167 - \$70,000</p>	<p>06/30/16</p>
<p><b>Tier I Instruction Activity 5</b>  CORE <sup>4</sup> STEM EXPO in collaboration with the San Antonio Hispanic Chamber, UTSA, Alamo Colleges and local industries; support summer professional learning for MS STEM teachers  (QDIP Goals 2, 3, 4)</p>	<p>Sr. Executive Director, Academic Support Ex Director, Guidance &amp; Counseling MS Counselors MS Stem Teachers SA Hispanic Chamber</p>	<p>10/2015 11/14/2015 11/15/2015 11/16/ 2016 6/2016</p>	<ul style="list-style-type: none"> <li>• CORE <sup>4</sup> Student Attendance &amp; Feedback Forms</li> <li>• MS STEM Lab attendance during summer Professional Development Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation Fund 199 - \$5,000</li> <li>• Summer Professional Development for MS STEM Lab Teachers Fund 244 - \$12,000</li> </ul>	<p>06/30/16</p>
<p><b>Tier I Instruction Activity 6</b> Review and monitor implementation of instructional strategies in CTE courses based on 2013-14 PBMAS reports to ensure that instruction for ELL and Special Education students provide appropriate support  (QDIP Goals 1, 2, 3, 4)</p>	<p>Sr. Executive Director, Academic Support CTE Department Chairs &amp; Teachers SPED Monitoring Teachers</p>	<p>10/2015 12/2015 03/2016 05/2016</p>	<ul style="list-style-type: none"> <li>• Failure Reports disaggregated by sub-populations</li> <li>• Classroom Visits</li> </ul>	<ul style="list-style-type: none"> <li>• ELLs Alignment Guide</li> <li>• Region 20 Resources for SPED Students Enrolled in CTE Courses</li> </ul>	<p>06/5/16</p>

## 504 Dyslexia, Rtl District Improvement Plan 2015-2016

**Program Goal:** 85% of Dyslexia and Section 504 only students will meet standard on state assessment.

**QDIP Goal 1:** All students will read and write at grade level PK-12.

**Measurable Performance Objectives:**

- Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures.
- 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener.
- 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advanced performance.

**Strategies:**

- Ensure a viable, rigorous, and state aligned curriculum in K-12.
- Ensure targeted professional learning in K-12.
- Ensure curriculum implementation through focused campus planning and classroom visits.
- Ensure adequate and appropriate instructional resources, materials, and books to support instruction.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
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<b>Activity 1:</b> Offer face to face and videotaped professional learning focused on student performance in Reading and Writing: <ul style="list-style-type: none"> <li>• New Teacher Overview</li> <li>• Summer PL (Teachers and New Coordinators)</li> <li>• Coordinator PL</li> <li>• Teacher PL</li> <li>• Reading Coach Overview</li> <li>• Dyslexia Lead Teachers</li> <li>• Parent Awareness</li> <li>• Legal Conferences</li> </ul>	Dyslexia, 504, Rtl Sr. Coordinator	Jul./Aug. 2015	Flyers, Agendas	PL/Resources \$3,000.000	6-2-2016	
			Sept./Oct. 2015	Evaluation/Reflection Activities		Teacher Extra Duty \$10,000.00
	Master Reading Teachers		Nov./Dec. 2015	PL Sign-In Sheets		General Supplies/Materials \$8,000.00
			Jan./Feb. 2016	Campus Staff and Parent Awareness Agenda, Sign-In Sheets		Printing \$5,000.00
	Part Time Dyslexia Evaluators		Ongoing Coaching as Needed	Conference Registration		Dyslexia/504 Legal Conferences \$6,000.00
				Fund 199/211/164		

<p><b>Activity 2:</b> Facilitate timely identification and services for dyslexia eligible students:</p> <ul style="list-style-type: none"> <li>• Monitor and sustain dyslexia programming on 504 eStar.</li> <li>• Review and approve referrals and reports. Forward results to campuses (to include private school dyslexia referrals).</li> <li>• Reinstate dyslexia lead teacher position to support Grade 1, 2, and 6 dyslexia students.</li> <li>• Coordinate access to resources that build vocabulary and decoding skills</li> <li>• Prepare and distribute dyslexia summer packets for grade 1 and 2 students to reinforce phonics skills needed to become a successful reader.</li> </ul>	<p>Dyslexia, 504, Rtl Sr. Coordinator</p> <p>Part Time Dyslexia Evaluators</p>	<p>Sept. 2015</p> <p>Ongoing</p>	<p>504 eStar Reports</p> <p>Dyslexia Database (Campus, Grade, and Percentage of Population Referred/Qualified)</p> <p>Materials Distribution List and Sign Out</p> <p>Summer Activities Packet Parent Questionnaires</p>	<p>Part Time Dyslexia Evaluators-Monolingual &amp; Bilingual (8) \$132,000.00</p> <p>Dyslexia Protocols \$6,000.00</p> <p>504 eStar Compliance Support \$30,000.00</p> <p>Reading Intervention \$5,000.00/Stipends \$68,000.00</p> <p>ISM Contract/DST Technical Support \$23,000.00</p> <p>Materials, Supplies, and Printing \$6,000.00</p> <p>Fund 199/164/211</p>	<p>6-2-2016</p>
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<p><b>Activity 3:</b> Continue partnership with Special Education to offer reading intervention to eligible dyslexia students grades 3-12:</p> <ul style="list-style-type: none"> <li>• Offer System 44, Grades 3-8 and READ 180, Grades 6-12 and select elementary sites.</li> <li>• Support training for new teachers and refresher training for experienced teachers.</li> <li>• Purchase System 44 consumable workbooks.</li> </ul>	<p>Dyslexia, 504, Rtl Sr. Coordinator</p> <p>Special Ed Staff</p> <p>Special Ed/Dyslexia Teachers</p>	<p>Aug. 2015</p> <p>Ongoing monitoring and support</p>	<p>Flyers, Agendas</p> <p>System 44 and READ 180 Criteria</p> <p>Scholastic SPI and SRI Screening and Progress Monitoring Data</p>	<p>Consumable System 44 Workbooks \$5,100.00</p> <p>Fund 164</p>	<p>6-2-2016</p>
<p><b>Activity 4:</b> Retrain campus coordinators on Rtl procedures and timelines to ensure the needs of struggling learners are met in a timely manner.</p> <ul style="list-style-type: none"> <li>• Monitor and sustain Rtl programing on web based eStar system.</li> <li>• Provide training and ongoing coaching for Rtl coordinators, principals, and teachers, etc.</li> <li>• Use eStar reports and onsite visits to monitor process and procedures implementation</li> </ul>	<p>Rtl District Coordinator</p> <p>Campus Coordinators, ACTs, Department Chairs</p>	<p>Sept. 2015 Oct. 2015 Feb. 2016</p> <p>Ongoing Coaching as Needed</p>	<p>Rtl eStar Reports</p> <p>PL Sign-In Sheets</p>	<p>eStar Rtl Series Application (No Charge)</p> <p>Resources for Coordinators \$2,000.00</p> <p>Rentals ESC 20 \$1,750.00</p> <p>Fund 199/211</p>	<p>6-2-2016</p>

**QDIP Goal 2: All students will demonstrate SAISD core values as they develop 21<sup>st</sup> Century knowledge and skills in PK-12.**

**Measurable Performance Objectives:**

- Students will engage in creativity/innovation across content by reinforcing the habit of asking good questions; and accessing and analyzing information to understand more deeply as evidenced by student work, classroom walkthroughs, and curriculum-based assessments.
- Students will use critical thinking and problem-solving to understand real world issues as evidenced by student work, classroom walkthroughs, and curriculum-based assessments.
- Students will work collaboratively by listening to and learning from others with varied perspectives and expertise as evidenced by student work, classroom walkthroughs, and curriculum-based assessments.
- Students will exhibit values and behaviors of citizenship in the school environment and community at large.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 1:</b> Increase opportunities for students to use related services and interactive software to complete assignments and projects:</p> <ul style="list-style-type: none"> <li>• OT and/or PT Therapy</li> <li>• General Ed Homebound</li> <li>• Transportation</li> <li>• Deaf Interpreters</li> </ul>	<p>Dyslexia, 504, Rtl Sr. Coordinator  Campus Dyslexia-504 Coordinators  Dyslexia and 504 Only Teachers</p>	<p>Daily</p>	<p>Section 504 Services Plans  OT/PT Progress Reports  Equipment Receipt Agreements</p>	<p>OT/PT Services \$5,000.00  Deaf Interpreters \$14,000.00  Fund 199/211</p>	<p>6-2-2016</p>
<p><b>Activity 2:</b> Collaborate with C&amp;I Departments to ensure that students are commensurately represented in all district showcases.</p>	<p>Dyslexia, 504, Rtl Sr. Coordinator  Campus Dyslexia-504 Coordinators</p>	<p>Ongoing</p>	<p>Showcase Student Rosters  Sign-In Sheets</p>	<p>No additional resources needed</p>	<p>6-2-2016</p>

<b>Activity 3:</b> Share Dyslexia Student Brochure with dyslexia students and parents to ensure they are cognizant of 504 rights.	Dyslexia, 504, Rtl Sr. Coordinator  Part Time Dyslexia Evaluators	Apr./May 2016	Student and Parent Feedback	No additional resources needed.	6-2-2016
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**QDIP Goal 3: All students will utilize and demonstrate technology literacy and applications in PK-12.**

**Measurable Performance Objectives:**

- Students will demonstrate proficiency in the use of technology as measured by the STAAR Charts and Technology TEKS.
- Students will have access to innovative technology, hardware and software, on a 3 to 1 student to technology ratio for daily use in the classroom as measured by student work and assessment.
- Technology infrastructure will effectively support hardware, software, increased bandwidth and browsers to access the Internet, as required by new textbook adoptions and state standards.

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Activity 1:</b> Develop processes to ensure assistive technology is available and utilized by eligible students. <ul style="list-style-type: none"> <li>• FM Systems</li> <li>• Learning Ally Recorded Text</li> <li>• Netbooks</li> <li>• Voice to Text Recorders</li> </ul>	Dyslexia, 504, Rtl Sr. Coordinator	Aug. 2015  Ongoing	Learning Ally Campus Registration Documentation  Equipment Receipt Agreements	Netbooks, FM Systems, Voice to Text Recorders \$3,600.00  Fund 199	6-2-2016

<p><b>Activity 2:</b> Develop processes to ensure dyslexia students demonstrate proficiency in use of instructional System 44 and READ 180 software so that they can fully benefit from the reading intervention.</p>	<p>Dyslexia, 504, Rtl Sr. Coordinator  Dyslexia/ Special Ed Teacher</p>	<p>Aug. 2015  Ongoing</p>	<p>Scholastic SRI and SPI Screening and Progress Monitoring Data  CBA Data  Benchmark and Simulation Data  STAAR/EOC Results</p>	<p>No additional resources needed</p>	<p>6-2-2016</p>
<p><b>Activity 3:</b> Develop processes to ensure that dyslexia students have access to technology resources in the curriculum guides.</p>	<p>Dyslexia, 504, Rtl Sr. Coordinator</p>	<p>Sept. 2015</p>	<p>Teacher Feedback</p>	<p>No additional resources needed</p>	<p>6-2-2016</p>

**QDIP Goal 4: All students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success.**

**Measurable Performance Objectives:**

- College, Career and Readiness Standards K-12 will be implemented through the curricula and measured by the STAAR Index 4.
- Students will be provided with opportunities for dual-credit early college coursework as measured by dual-credit program participation and student achievement.
- Students will successfully meet new House Bill 5 graduation requirements to include endorsements and distinguished diplomas for college and/career opportunities as measured by program participation and graduation rates and plans.

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Activity 1:</b> Develop processes to ensure coordinators implement SAT and ACT allowable accommodations for eligible students.	Dyslexia, 504, Rtl Sr. Coordinator	Oct. 2015  Ongoing	List of Accommodation Requests Submitted by Campus	No additional resources needed	6-2-2016
<b>Activity 2:</b> Develop processes to ensure commensurate representation of Dyslexia and 504 only students in Pre AP, AP, and dual credit classes.	Dyslexia, 504, Rtl Sr. Coordinator	Oct. 2015  Ongoing	Student Schedules	No additional resources needed	6-2-2016
<b>Activity 3:</b> Develop processes to ensure coordinators provide student information on accommodations at post-secondary level.	Dyslexia, 504, Rtl Sr. Coordinator	Oct. 2015  Ongoing	504 Plans and Teacher Feedback  504 eStar Reports	No additional resources needed	6-2-2016

**QDIP Goal 5: SAISD will use a comprehensive, systemic process to monitor and evaluate the effectiveness of academic, extra-curricular and student support programs.**

**Measurable Performance Objectives:**

- Fidelity to the implementation of the curricula will be monitored and evaluated by the education team to include: Curriculum & Instruction, Office of School Leadership, Principals, Campus Instructional Leadership Teams, Academic Support and Extra-Curricular Programs through district-developed program rubrics.
- 100% of campuses will be monitored on a regular basis as established by performance levels, campus needs, and state and federal accountability requirements.
- A feedback loop that fosters high leverage programming for school improvement, student achievement, program offerings, and budgetary needs will be established at multiple levels to meet on a quarterly basis using multiple measures to evaluate program effectiveness and continuation.

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Activity 1:</b> Develop processes to monitor reading intervention scheduling monthly.	Dyslexia, 504, Rtl Sr. Coordinator	October Ongoing	Student Intervention Schedules  Scholastic SAM Reports  SPI/SRI Screening and Progress Monitoring	No additional resources needed	6-2-2016
<b>Activity 2:</b> Utilize eStar reports to monitor RtIs per campus and grade level monthly.	Dyslexia, 504, Rtl Sr. Coordinator	October Ongoing	Rtl eStar Reports	No additional resources needed	6-2-2016
<b>Activity 3:</b> Utilize Dyslexia Department database to monitor referrals per campus and grade level monthly.	Dyslexia, 504, Rtl Sr. Coordinator	October Ongoing	Dyslexia Database Referral Data Summary (Campus, Grade, and Percentage of Population Referred/ Qualified)	No additional resources needed	6-2-2016
<b>Activity 4:</b> Establish a window to conduct Dyslexia and 504 only annual reviews by end of the 1 <sup>st</sup> semester to ensure students receive appropriate accommodations during state assessment.	Dyslexia, 504, Rtl Sr. Coordinator	October Ongoing	eStar Reports  Crystal Enterprise Rosters and Discrepancy Rosters	No additional resources needed	6-2-2016



## Special Education Action Plan 2015-2016

<b>District QDIP Goals</b> <b>GOAL1: All Students will read and write at grade level PK-12.</b> <b>Measurable performance objective:</b> <ul style="list-style-type: none"> <li>• Students will meet the state system safeguard standard performance levels in Reading, Writing, Math, Science, and Social Studies as measured by STAAR, EOC, and state accountability measures.</li> <li>• 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener</li> <li>• 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance</li> </ul>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>▪ Collaborate with C&amp;I to accommodate and modify Reading, Writing, Math, Science, and Social Studies initiatives for students with disabilities served in the least restrictive environment.</li> <li>▪ Co-present with the C&amp;I Department on Differentiated Instruction and identify and provide supplemental services to enhance content area instruction.</li> <li>▪ Work collaboratively with the Bilingual Department to investigate shared strategies that can benefit both groups of learners.</li> <li>▪ Prepare for the needs of students receiving special education services to ensure successful post-secondary outcomes.</li> </ul>					
<b>Activity 1:</b> Provide Teachers and Staff with professional development through ESC Region 20, The Professional Learning Conference (PLC) and district wide presentation.	<ul style="list-style-type: none"> <li>• Special Education Coordinators</li> <li>• C&amp;I Directors</li> <li>• Supervisors and Teacher Specialist</li> <li>• Behavior Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2015</li> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Agendas</li> <li>• Walk through data</li> <li>• CBA Data</li> <li>• Bench Mark scores</li> </ul>	<ul style="list-style-type: none"> <li>• Fund 168 State Comp</li> <li>• Fund 224 IDEA-B</li> </ul> \$4,000.00	June 2016

<p><b>Activity 2:</b> Create differentiation instruction training modules and provide training and support to department and campus staff. (SE and Gen Ed.)</p>	<ul style="list-style-type: none"> <li>• Special Education Coordinators</li> <li>• C&amp;I Directors</li> <li>• Supervisors and Teacher Specialist</li> <li>• Behavior Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Agendas</li> <li>• Walk through data</li> <li>• CBA Data</li> <li>• Bench Mark scores</li> </ul>	<ul style="list-style-type: none"> <li>• Fund 168 State Comp</li> <li>• Fund 224 IDEA-B</li> </ul> <p>\$1,000.00</p>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>
<p><b>Activity 3:</b> Working collaboratively with the Bilingual Department specialist and Teacher Specialist to identify inclusive stem strategies that may be utilized by teachers.</p>	<ul style="list-style-type: none"> <li>• Special Education Coordinators</li> <li>• C&amp;I Directors</li> <li>• Supervisors and Teacher Specialist</li> <li>• Behavior Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Agendas</li> <li>• Walk through data</li> <li>• CBA Data</li> <li>• Bench Mark scores</li> </ul>	<p>-\$0-</p>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>

<p><b>Activity 4:</b> Professional learning through Region 20 and the SAISD PBIS Showcase. Professional development through ESC Region 20, the professional Learning Conference (PLC), and presentations at the campus level or district wide.</p>	<ul style="list-style-type: none"> <li>• Special Education Coordinators</li> <li>• Behavior Specialist will use the Benchmarks of Quality (BoQ) Benchmark of Advanced Tiers and district created. Dashboards to monitor and evaluate each campus implementation of PBIS</li> <li>• Monitor OOS rates for each campus</li> </ul>	<ul style="list-style-type: none"> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Agendas</li> <li>• Walk through data</li> <li>• CBA Data</li> <li>• Bench Mark scores</li> </ul>	<ul style="list-style-type: none"> <li>• Fund 168 State Comp</li> <li>• Fund 204 IDEA-B</li> </ul> <p>\$25,000.00</p>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>
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**GOAL2: All Students will demonstrate SAISD core value as they develop 21<sup>st</sup> Century knowledge and skills in PK-12 and meet system safeguard standards for graduation.**

**Measurable Performance Objectives:**

- **Students will engage in creativity/innovation across content by reinforcing the habit of asking good questions; and accessing and analyzing information to understand more deeply as evidenced by student work, classroom walkthroughs and curriculum-based assessments.**
- **Students will use critical thinking and problem solving to understand real world issues as evidenced by student work, classroom walkthroughs, curriculum-based assessments and improved graduation rates.**
- **Students will work collaboratively by listening to and learning from others with carried perspectives and expertise as evidenced by student work, classroom walkthrough, and curriculum-based assessments**
- **Students will exhibit value and behaviors of citizenships in the school environment and community at large.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Provide Depth of Knowledge questing in “stems” in the curriculum guides as an on-going tool</li> <li>▪ Implement research based alternate curriculum in specialized units: High Scope in PPCD, Unique Learning in the ALE and SLE units.</li> </ul>					
<p><b>Activity 1:</b> Provide training in conjunction with C&amp;I and Bilingual Department to help teachers develop DOK questioning and focus.</p>	<ul style="list-style-type: none"> <li>• Special Education Supervisor and Specialist</li> <li>• C&amp;I Director</li> <li>• Bilingual Department</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2015</li> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Agendas</li> <li>• Walk through data</li> <li>• CBA Data</li> <li>• Bench Mark / Simulation data</li> <li>• Student work samples</li> <li>• State Assessment Results</li> </ul>	<ul style="list-style-type: none"> <li>• Fund 168 State Comp</li> <li>• Fund 224 IDEA-B</li> <li>• Fund 165</li> </ul> <p>\$2000.00</p>	<p>June 2016</p>
<p><b>Activity 2:</b> Provide training and support to department and campus staff assigned to: AYVP, GEC, PPCD, SLE, ALE, BSC and RDSPD.</p>	<ul style="list-style-type: none"> <li>• Special Education Supervisor and Specialist</li> <li>• C&amp;I Director</li> <li>• Bilingual Department</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2015</li> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Agendas</li> <li>• Walk through data</li> <li>• Bench Mark / Simulation data</li> <li>• Student work samples</li> <li>• State Assessment Results</li> </ul>	<ul style="list-style-type: none"> <li>• Fund 168 State Comp</li> <li>• Fund 224 IDEA-B</li> <li>• Fund 165</li> <li>• Fund 386</li> </ul> <p>\$3,000.00</p>	<p>June 2016</p>
<p><b>Activity 3:</b> Special Education student cohorts will be monitored each nine weeks to ensure that students are on track to meet system safeguard graduation standard.</p>	<ul style="list-style-type: none"> <li>• Special Education Supervisor and Specialist</li> <li>• Campus ACT</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2015</li> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Walk through data</li> <li>• Leaver Meeting Agendas</li> <li>• Leaver Meeting minutes</li> </ul>	<p>-\$0-</p>	<p>June 2016</p>

**GOAL3: All Students will utilize and demonstrate technology literacy and application in PK-12**

**Measureable Performance Objectives:**

- Students will demonstrate proficiency in the use of technology as measured by the STAAR Charts and Technology TEKS
- Students will have access to innovative technology, hardware and software, on 3 to 1 student technology ratio for daily use in the classroom as measured by student work and assessment.  
Technology infrastructure will effectively support hardware software increased bandwidth and browsers to access the internet, as required by new textbook adoptions and state standards.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Ensure Assistive Technology is provided as required by IEP.</li> <li>▪ Provide professional development to teachers to enhance use of instructional technology in the classroom</li> <li>▪ Complete a technology audit of specialized units</li> </ul>					
<p><b>Activity 1:</b> Provide Assistive Technology (AT) awareness sessions to department and campus staff.</p>	<ul style="list-style-type: none"> <li>• Special Education Supervisor and Specialist</li> <li>• Assistive Technology Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Agendas</li> <li>• AT evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Fund 224 IDEA-B</li> <li>• \$2,000.00</li> </ul>	<p>June 2016</p>
<p><b>Activity 2:</b> Implement and monitor Assistive Technology (AT) sessions that incorporate Board maker Training and specific AT device training.</p>	<ul style="list-style-type: none"> <li>• Special Education Supervisor and Specialist</li> <li>• Assistive Technology Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Agendas</li> <li>• AT evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Fund 224 IDEA-B</li> <li>• \$1,000.00</li> </ul>	<p>June 2016</p>
<p><b>Activity 3:</b> Evaluate technology used in Special Education classrooms for staff and students.</p>	<ul style="list-style-type: none"> <li>• Special Education Supervisor and Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Agendas</li> <li>• Classroom inventory</li> </ul>	<ul style="list-style-type: none"> <li>• -\$0-</li> </ul>	<p>June 2016</p>

**GOAL4: All Students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success.**

**Measured Performance Objectives:**

- College, Career and Readiness Standards K-12 will be implemented through the curricula and measured by the STAAR Index 4.
- Students will be provided with opportunities for dual-credit early college coursework as measured by dual-credit program participation and student achievement
- Students will successfully meet new House Bill 5 graduation requirements to include endorsement and distinguished diplomas for college and /career opportunities as measured by program participation and graduation rates and plans.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Collaborate with counselors to ensure students with disabilities are scheduled into classes that support their post-secondary goals</li> <li>▪ Vocational Adjustments Coordinators (VACs) will work collaboratively with Case Managers to monitor participation in endorsement programing</li> <li>▪ Monitor and implement 5 tier programing for adult students.</li> </ul>					
<p><b>Activity 1:</b> Promote strategies that address and support post-secondary goals for students by campus and department staff</p>	<ul style="list-style-type: none"> <li>• Special Education Supervisor and Specialist</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Agendas</li> <li>• eSped reports</li> <li>• Student Progress Reports</li> </ul>	<p>-\$0-</p>	<p>June 2016</p>
<p><b>Activity 2:</b> VACS and case managers will meet monthly in department meetings to review student transition goals.</p>	<ul style="list-style-type: none"> <li>• Vocational Adjustments Coordinators (VACs)</li> <li>• Case Managers</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2015</li> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Agendas</li> <li>• ARD drafts</li> </ul>	<p>-\$0-</p>	<p>June 2016</p>
<p><b>Activity 3:</b> Identify “Continuers” and provide support for post-secondary goals</p>	<ul style="list-style-type: none"> <li>• AYVP Staff</li> <li>• VACs</li> <li>• Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2015</li> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets/Attendance</li> <li>• Agendas</li> <li>• ARD drafts</li> </ul>	<p>-\$0-</p>	<p>June 2016</p>

**GOAL5: SAISD will use a comprehensive, systemic process to monitor and evaluate the effectiveness of academic, extra- curricular and student support programs.**

**Measurable performance Objective:**

- **Fidelity to the implementation of the curricular will be monitored and evaluated by the education team to include: Curriculum and Instruction, Office of School Leadership, Principal, Campus Instructional Leadership Team, Academics Support and Extra-Curricular Programs through district-developed program rubrics.**
- **100% of campuses will be monitored on a regular basis as established by performance levels, campus needs, and state and federal accountability requirements.**
- **A feedback loop that fosters high leverage programming for school improvement, student achievement, program offerings and budgetary needs will be established at multiple levels to meet on a quarterly basis using multiple measures to evaluate programs effectiveness and continuation.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Use comprehensive walk-through instrument to conduct instructional observations of accommodations and modification in general education classroom with students with disabilities.</li> <li>▪ Use a unit specific walk-through instrument to conduct instructional observations that focus on rigor in specialized classrooms for students with disabilities.</li> <li>▪ Provide feedback of observations to principals concerning classroom observation and SPED compliance measures.</li> <li>▪ Continue to monitor compliance of IEP through redlining eSped reports and department developed documentation.</li> <li>▪ Collaborate with ECE/Head start departments to monitor student progress in PPCD classes.</li> </ul>					
<p><b>Activity 1:</b> Train department staff on the use of and the expectations and monitoring through the comprehensive walk-through forms</p>	<ul style="list-style-type: none"> <li>• Special Education Supervisor and Specialist</li> <li>• Special Education Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Aug. 2015</li> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Walk through forms</li> <li>• Walk through data</li> <li>• Agendas</li> <li>• Sign in sheets</li> </ul>	<p>- \$0 -</p>	<p>June 2016</p>

<p><b>Activity 2:</b> Train department staff on the use of and present expectations and monitoring of specialized instructional units</p>	<ul style="list-style-type: none"> <li>• Special Education Supervisor and Specialist</li> <li>• Special Education Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Aug. 2015</li> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Walk through forms</li> <li>• Walk through data</li> <li>• Agendas</li> <li>• Sign in sheets</li> </ul>	<p>-\$0-</p>	<p>June 2016</p>
<p><b>Activity 3:</b> Utilize walk-through data to provide feedback to campus administration regarding student performance and compliance</p>	<ul style="list-style-type: none"> <li>• Special Education Supervisor and Specialist</li> <li>• Special Education Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Aug. 2015</li> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Walk through forms</li> <li>• Walk through data</li> <li>• Agendas</li> <li>• Sign in sheets</li> </ul>	<p>-\$0-</p>	<p>June 2016</p>
<p><b>Activity 4:</b> Implement systematic review of ARD/IEP documents, plans, and services through collaboration with campus and district staff</p>	<ul style="list-style-type: none"> <li>• Special Education Supervisor and Specialist</li> <li>• Special Education Coordinators</li> <li>• Campus teachers</li> <li>• Campus Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Aug. 2015</li> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Walk through forms</li> <li>• Walk through data</li> <li>• Agendas</li> <li>• Sign in sheets</li> <li>• ARD redlining</li> </ul>	<p>-\$0-</p>	<p>June 2016</p>
<p><b>Activity 5:</b> Promote collaboration strategies to the PPCD and Head Start teachers in the content and compliance areas</p>	<ul style="list-style-type: none"> <li>• Special Education Supervisor and Specialist</li> <li>• Special Education Coordinators</li> <li>• Head Start administration</li> <li>• Head Start teachers</li> <li>• PPCD teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Aug. 2015</li> <li>• Oct 2015</li> <li>• Jan 2016</li> <li>• March 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Walk through forms</li> <li>• Walk through data</li> <li>• Agendas</li> <li>• Sign in sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Fund 224 IDEA-B</li> <li>• Fund 168</li> </ul> <p>\$1,000.00</p>	<p>June 2016</p>

## Action Plan for Bilingual/ESL/LOTE Department 2015-2016

**GOAL:** Improve student performance to meet or exceed the state targets and improve student performance on state assessments of LEP students by 5 percentage points in all areas from the 2015 Performance Based Monitoring Analysis System (PBMAS): 0 - 4, 0 = Met Standard

**Goal:** Increase LEP/Bilingual/ESL passing rate on state assessments

**Goal:** Increase (3, 4, 5) on AP Spanish Exams by 3%

**2015 PBMAS Results:**

**Bilingual Grades 3-5:** STAAR Reading: 58.6% (2) STAAR Math: 60.1% (1) STAAR: Science 47.3% (2) STAAR Writing 50.2% (2) RI  
**ESL Grades 6-8:** STAAR ELA: 42.3% (3) STAAR Math: 45.9% (3) STAAR Science: 27.3% (3) STAAR Social Studies: 16.5% (3) STAAR Writing: 30.5% (3) - LEP STAAR EOC Passing Rate ELA 35.6% (RO) Math 48.1% (2) Science 68.7% (0) Social Studies 60.1% (0) AP Spanish Language 83% (3, 4, 5) AP Spanish Literature 55% (3, 4, 5)

**TARGET STATEMENTS FOR 2015-2016:**

- Seamless collaboration and integration with core content departments to provide targeted professional learning
- Technology applications for students to enhance second language acquisition
- Redesigned Bilingual/ESL Program to improve student achievement

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Ensure that all classrooms are student-centered to create a culture of success.</li> <li>2. Focus all professional learning on student performance.</li> <li>3. Promote quality instructional delivery to increase student attendance and enrollment.</li> </ol>					



<b>Activity 1:</b> Revise ESL curriculum guides in K-10, monitor implementation and collaborate with content area departments on best practices for ELLs.	<ul style="list-style-type: none"> <li>Bilingual/ESL/ LOTE Director</li> <li>District Instructional Coaches</li> <li>Campus Staff</li> </ul>	<ul style="list-style-type: none"> <li>June, October 2015</li> <li>January, May 2016</li> </ul>	<ul style="list-style-type: none"> <li>CBA Results</li> <li>Benchmarks</li> <li>Semester Exams</li> <li>State Assess.</li> <li>WMLS Results</li> <li>TELPAS Results</li> </ul>	<ul style="list-style-type: none"> <li>State Bilingual Summer Pay</li> </ul>	<ul style="list-style-type: none"> <li>June 2016</li> </ul>
<b>Activity 2:</b> Conduct and attend professional learning which addresses the ELPS, ELL strategies, sheltered instruction in the content area, and technology.	<ul style="list-style-type: none"> <li>Bilingual/ESL/ LOTE Director</li> <li>District Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>June 2015- July 2016</li> </ul>	<ul style="list-style-type: none"> <li>Campus visits</li> <li>Campus Request</li> </ul>	<ul style="list-style-type: none"> <li>State Bilingual Funds</li> <li>Chart tablets, books, markers, whiteboards, file folders, labels, envelopes, books, novels</li> </ul>	<ul style="list-style-type: none"> <li>July 2016</li> </ul>
<b>Activity 3:</b> Conduct campus visits in collaboration with core content departments.	<ul style="list-style-type: none"> <li>Bilingual/ESL/ LOTE Director</li> <li>District Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Campus visits fall &amp; spring</li> </ul>	<ul style="list-style-type: none"> <li>Revised Walk-through form</li> </ul>	<ul style="list-style-type: none"> <li>Crystal Enterprise Rosters</li> </ul>	<ul style="list-style-type: none"> <li>June 2016</li> </ul>
<b>Activity 4:</b> Provide Professional Learning to Bilingual/ESL teachers, Gen Ed teachers (K-12), administrators (i.e. Bilingual/ESL After-school grade level PL, Bilingual Lead Teacher meetings, PLC, LPAC coordinator & principal PL	<ul style="list-style-type: none"> <li>Bilingual/ESL/ LOTE Director</li> <li>District Instructional Coaches</li> <li>Bilingual Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>June 2015- July 2016</li> </ul>	<ul style="list-style-type: none"> <li>Eduphoria evaluations</li> </ul>	<ul style="list-style-type: none"> <li>State Bilingual Funds</li> <li>books, novels, notepads, pens, chart tablets</li> </ul>	<ul style="list-style-type: none"> <li>July 2016</li> </ul>
<b>Activity 5:</b> Offer Summer Academies for Bilingual/ESL students in elementary and secondary	<ul style="list-style-type: none"> <li>Bilingual/ESL/ LOTE Director</li> <li>District Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>June 2015</li> </ul>	<ul style="list-style-type: none"> <li>Pre-K: ECE Checklist</li> <li>K – Pre-Test &amp; Post-Test</li> <li>Weekly Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Summer Academy Curriculum</li> <li>Supplementary Materials</li> <li>State Bilingual Funds</li> <li>Title III Funds</li> </ul>	<ul style="list-style-type: none"> <li>July 2016</li> </ul>
<b>Activity 6:</b> Provide professional learning, technology, supplies and materials for second language development and Languages Other Than English (LOTE), grades 6-12	<ul style="list-style-type: none"> <li>Bilingual/ESL/ LOTE Senior Director and Director</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2015</li> <li>Spring 2016</li> </ul>	<ul style="list-style-type: none"> <li>Campus Walk-through data</li> </ul>	<ul style="list-style-type: none"> <li>State Bilingual, Title III,</li> <li>Books, reading materials, professional learning supplies</li> <li>State Comp funds</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2016</li> </ul>

<b>Activity 7:</b> Provide parent education through District Parent Summit.	<ul style="list-style-type: none"> <li>Bilingual/ESL/ LOTE Director</li> <li>District Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2015</li> <li>Spring 2016</li> </ul>	<ul style="list-style-type: none"> <li>Parent sign in sheets</li> <li>Parent feedback</li> </ul>	<ul style="list-style-type: none"> <li>State Bilingual Funds notepads, pens, books, supplies</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2016</li> </ul>
<b>Activity 8:</b> Provide additional resources to content area departments to support instruction for ELLs and LOTE	<ul style="list-style-type: none"> <li>Assistant Superintendent: Instructional Support</li> <li>Bilingual/ESL/LOTE Director</li> <li>District Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2015</li> <li>Spring 2016</li> </ul>	<ul style="list-style-type: none"> <li>9 Weeks Assessments</li> <li>Bench Mark Assessments</li> <li>Semester Exams</li> </ul>	<ul style="list-style-type: none"> <li>State Bilingual Funds, Title III Funds</li> <li>Classroom supplies, manipulatives, dictionaries, books, and reading materials</li> </ul>	<ul style="list-style-type: none"> <li>June 2016</li> </ul>
<b>Activity 9:</b> Provide tutorial services, materials and supplies to Private Non-Profit schools participating in Title III	<ul style="list-style-type: none"> <li>Bilingual/ESL/LOTE Director</li> <li>District Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>2015-2016</li> </ul>	<ul style="list-style-type: none"> <li>ITBS results</li> <li>WMLS results</li> </ul>	<ul style="list-style-type: none"> <li>Title III Funds</li> </ul>	<ul style="list-style-type: none"> <li>2016</li> </ul>
<b>Activity 10:</b> Provide supplemental staff (Certified Retired Teachers, District Instructional Coaches, ELL/Bilingual Strategists, Part-time Testers, Instructional Assistants) to support ELLs	<ul style="list-style-type: none"> <li>Bilingual/ESL/LOTE Director</li> <li>District Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>2015-2016</li> </ul>	<ul style="list-style-type: none"> <li>STAAR</li> <li>TELPAS</li> </ul>	<ul style="list-style-type: none"> <li>Title III Funds</li> <li>State Bilingual</li> </ul>	<ul style="list-style-type: none"> <li>2016</li> </ul>
<b>Activity 11:</b> Provide supplies and materials to support instruction for ELLs	<ul style="list-style-type: none"> <li>Bilingual/ESL/LOTE Director</li> <li>District Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>2015-2016</li> </ul>	<ul style="list-style-type: none"> <li>STAAR TELPAS</li> </ul>	<ul style="list-style-type: none"> <li>State Bilingual Funds</li> <li>Title III Funds</li> </ul>	<ul style="list-style-type: none"> <li>2016</li> </ul>
<b>Activity 12:</b> Continue to Implement e-Star LPAC application for ELL student records and support	<ul style="list-style-type: none"> <li>Bilingual/ESL/LOTE Director</li> </ul>	<ul style="list-style-type: none"> <li>2015-2016</li> </ul>	<ul style="list-style-type: none"> <li>E-Star reports</li> </ul>	<ul style="list-style-type: none"> <li>Title III Funds</li> </ul>	<ul style="list-style-type: none"> <li>June 2016</li> </ul>
<b>Activity 13:</b> Research technology applications for second language acquisition	<ul style="list-style-type: none"> <li>Bilingual/ESL/LOTE Director</li> <li>District Instructional Coaches</li> <li>Instructional Technology Department staff</li> </ul>	<ul style="list-style-type: none"> <li>2015-2016</li> </ul>	<ul style="list-style-type: none"> <li>TELPAS</li> <li>WMLS</li> <li>STAAR</li> </ul>	<ul style="list-style-type: none"> <li>Identify a funding source</li> </ul>	<ul style="list-style-type: none"> <li>June 2016</li> </ul>
<b>Activity 14:</b> Provide Translation Services to ensure effective communication with parents/guardians of ELLs.	<ul style="list-style-type: none"> <li>Bilingual/ESL/LOTE Director</li> <li>District Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>2015-2016</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian conference logs</li> </ul>	<ul style="list-style-type: none"> <li>State Bilingual</li> </ul>	<ul style="list-style-type: none"> <li>June 2016</li> </ul>

# Health/Physical Education Department Action Plan 2015-2016

District QDIP Goals					
<p><b>GOAL 1: All students will read and write at grade level PK-12.</b>  <b>Measurable Performance Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures</li> <li>▪ 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener</li> <li>▪ 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance</li> </ul>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Ensure a viable, rigorous, and state aligned curriculum in K-12</li> <li>▪ Ensure targeted professional learning in K-12 with an emphasis in reading and writing in personal wellness journals</li> <li>▪ Ensure curriculum implementation through focused campus planning and classroom visits</li> <li>▪ Ensure adequate and appropriate instructional resources, materials, and books to support instruction</li> </ul>					
<p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• Collaborate with core content departments to integrate reading &amp; writing strategies into PE/Health curriculum</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>• Implement the health/physical education curriculum guides to include rigor, Moderate to Vigorous Physical Activities (MVPA), Innovative PE3 and Comprehensive Wellness HS course to include Character Education, Anti-bullying, Core Values instruction</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• Sustainment of the PEP grant, and Draw the Line teen pregnancy prevention program</li> </ul>	<ul style="list-style-type: none"> <li>• Health/PE Senior Coordinator</li> <li>• Health/PE Coordinator</li> <li>• Health/PE teachers</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• June 2015</li> <li>• Oct. 2015</li> <li>• Jan. 2016</li> <li>• June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Walk-throughs</li> <li>• Fitnessgram 10</li> <li>• MVPA Site Observation</li> <li>• GPRA Measures</li> <li>• 3Day Physical Activity Recall (3DPAR)</li> <li>• YRBS Nutrition recall</li> <li>• Heart-rate monitors</li> <li>• 4-7 Day Pedometer data</li> <li>• Attendance at PD &amp; Follow-Up Evidence</li> <li>• Evaluations of PD</li> <li>• HB5 Campus visits</li> <li>• DTL Pre-post tests</li> <li>• Wellness Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Fund Metro Health &amp; UT Health Science Center \$20 per student</li> <li>• Fund Local 199</li> <li>• The Great Body Shop, "Bienestar" CSHP</li> <li>• Brain-Based Learning,</li> <li>• <u>DTL/RTL Guide</u>,</li> <li>• PE3, FIT Step online pedometer, Suunto System,</li> <li>• Pulse Bars, IHT</li> <li>• <u>SPARK</u>, (Sports play Active Recreation for Kids)</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>

**GOAL 2: All students will demonstrate SAISD core Values as they develop 21<sup>st</sup> Century knowledge and skills in PK-12**

**Measurable Performance Objectives:**

- Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures
- 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener
- 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Ensure Core Values and Anti-bullying instruction is included in a viable, rigorous, and state aligned curriculum in K-12</li> <li>▪ Ensure targeted professional learning in K-12, especially regarding SAISD Core Values</li> <li>▪ Ensure curriculum implementation of Core Values through focused campus planning and classroom/gym visits</li> <li>▪ Ensure adequate and appropriate instructional resources, materials, and books to support instruction in Core Values and Bully prevention</li> </ul>					
<p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• Collaborate with core content departments to integrate Bully prevention, Core Values in reading &amp; writing strategies into PE/Health curriculum</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>• Implement the health/physical education curriculum guides to include rigor, Moderate to Vigorous Physical Activities (MVPA), Innovative PE3 and Comprehensive Wellness HS course to include Character Education, Anti-bullying, Core Values instruction</li> </ul> <p><b>Activity 3</b></p> <p>Sustainment of the PEP grant, and Draw the Line teen pregnancy prevention program</p>	<ul style="list-style-type: none"> <li>• Health/PE Senior Coordinator</li> <li>• Health/PE Coordinator</li> <li>• Health/PE teachers</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• June 2015</li> <li>• Oct. 2015</li> <li>• Jan. 2016</li> <li>• June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Walk-throughs</li> <li>• Fitnessgram 10</li> <li>• MVPA Site Observation</li> <li>• GPRA Measures</li> <li>• 3Day Physical Activity Recall (3DPAR)</li> <li>• YRBS Nutrition recall</li> <li>• Heart-rate monitors</li> <li>• 4-7 Day Pedometer data</li> <li>• Attendance at PD &amp; Follow-Up Evidence</li> <li>• Evaluations of PD</li> <li>• HB5 Campus visits</li> <li>• DTL Pre-post tests</li> <li>• Wellness Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Fund Metro Health &amp; UT Health Science Center \$20 per student</li> <li>• Fund Local 199</li> <li>• The Great Body Shop, “Bienestar” CSHP</li> <li>• Brain-Based Learning,</li> <li>• <u>DTL/RTL Guide</u>,</li> <li>• PE3, FIT Step online pedometer, Suunto System,</li> <li>• Pulse Bars, IHT</li> <li>• <u>SPARK</u>, (Sports play Active Recreation for Kids)</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>

**GOAL 3: All students will utilize and demonstrate technology literacy and applications in PK-12.**

**Measurable Performance Objectives:**

- Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures
- 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener
- 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance in wellness activities

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate proficiency in the use of technology as measured by the STAAR Charts and Technology TEKS</li> <li>• Students will have access to innovative technology, hardware and software, on a 3 to 1 student to technology ratio for daily use in the gym as measured by Fitnessgram, Heart-rate monitors, on-line pedometers, personal wellness student journals and assessment</li> <li>• Technology infrastructure will effectively support hardware, software, and heart-rate monitors</li> </ul>					
<p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• Teachers will integrate technology and engage students in GPRA activities that support student demonstration of technology skills</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>• Students will participate in FIT Step pedometer online data assessments</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• Implement the health/physical education curriculum using Heart Rate Monitors and IHT technology to assess Moderate to Vigorous Physical Activities (MVPA), especially in the Innovative PE3 and the Comprehensive Wellness HS course.</li> </ul> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• Sustain the PEP grant technology tools</li> </ul>	<ul style="list-style-type: none"> <li>• Health/PE Senior Coordinator</li> <li>• Health/PE Coordinator</li> <li>• Health/PE teachers</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• June 2015</li> <li>• Oct. 2015</li> <li>• Jan. 2016</li> <li>• June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Walk-throughs</li> <li>• Fitnessgram 10</li> <li>• MVPA Site Observation</li> <li>• GPRA Measures</li> <li>• 3Day Physical Activity Recall (3DPAR)</li> <li>• YRBS Nutrition recall</li> <li>• Heart-rate monitors</li> <li>• 4-7 Day Pedometer data</li> <li>• Attendance at PD &amp; Follow-Up Evidence</li> <li>• Evaluations of PD</li> <li>• HB5 Campus visits</li> <li>• Wellness Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Fund Metro Health &amp; UT Health Science Center</li> <li>• \$20 per student</li> <li>• Fund Local 199</li> <li>• The Great Body Shop, "Bienestar" CSHP</li> <li>• Brain-Based Learning,</li> <li>• <u>DTL/RTL Guide</u>,</li> <li>• PE3, FIT Step online pedometer, Suunto System,</li> <li>• Pulse Bars, IHT</li> <li>• <u>SPARK</u>, (Sports play Active Recreation for Kids).</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>

**GOAL 4: All students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success.**

**Measurable Performance Objectives:**

- Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures
- 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener
- 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency in Fitnessgram

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Ensure a viable, rigorous, and state aligned curriculum in K-12</li> <li>▪ Ensure targeted professional learning in K-12</li> <li>▪ Ensure curriculum implementation through focused campus planning and classroom/gym visits</li> <li>▪ Ensure adequate and appropriate instructional wellness journals, resources, materials, and books to support instruction</li> </ul>					
<p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• Collaborate with core content departments to integrate reading &amp; writing strategies into the PE/Health curriculum.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>• Implement the health/physical education curriculum guides to include college readiness, rigor, Moderate to Vigorous Physical Activities (MVPA), PE3 and Comprehensive Wellness HS course to include Character Education, Anti-bullying, Core Values instruction</li> </ul> <p><b>Activity 3</b></p> <p>Sustainment of the PEP grant, and Draw the Line teen pregnancy prevention program</p>	<ul style="list-style-type: none"> <li>• Health/PE Senior Coordinator</li> <li>• Health/PE Coordinator</li> <li>• Health/PE teachers</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• June 2015</li> <li>• Oct. 2015</li> <li>• Jan. 2016</li> <li>• June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Walk-throughs</li> <li>• Fitnessgram 10</li> <li>• MVPA Site Observation</li> <li>• GPRA Measures</li> <li>• 3Day Physical Activity Recall (3DPAR)</li> <li>• YRBS Nutrition recall</li> <li>• Heart-rate monitors</li> <li>• 4-7 Day Pedometer data</li> <li>• Attendance at PD &amp; Follow-Up Evidence</li> <li>• Evaluations of PD</li> <li>• HB5 Campus visits</li> <li>• DTL Pre-post tests</li> <li>• Wellness Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Fund Metro Health &amp; UT Health Science Center</li> <li>• \$20 per student</li> <li>• Fund Local 199</li> <li>• The Great Body Shop, "Bienestar" CSHP</li> <li>• Brain-Based Learning,</li> <li>• <u>DTL/RTL Guide</u>,</li> <li>• PE3, FIT Step online pedometer, Suunto System,</li> <li>• Pulse Bars, IHT</li> <li>• <u>SPARK</u>, (Sports play Active Recreation for Kids).</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>

**GOAL 5: SAISD will use a comprehensive, systemic process to monitor and evaluate the effectiveness of academic, extra-curricular and student support programs.**

**Measurable Performance Objectives:**

- Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures
- 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener
- 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance in extra-curricular activities such as: Athletics, Siclovía, Walking/running clubs, community run/walks, “SA Sports “iPlay”

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Ensure a viable, rigorous, and state aligned curriculum in K-12</li> <li>▪ Ensure targeted professional learning in K-12</li> <li>▪ Ensure curriculum implementation through focused campus planning and classroom visits</li> <li>▪ Ensure adequate and appropriate instructional resources, materials, and books to support instruction</li> </ul>					
<p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• Collaborate with core content departments to integrate reading &amp; writing strategies into PE/Health curriculum</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>• Implement the health/physical education curriculum guides to include rigor, Moderate to Vigorous Physical Activities (MVPA), Innovative PE3 and Comprehensive Wellness HS course to include Character Education, Anti-bullying, Core Values instruction</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• Promote community wellness extra-curricular activities such as Walking clubs, wellness runs, “Go Kids, “iPlay”</li> </ul>	<ul style="list-style-type: none"> <li>• Health/PE Senior Coordinator</li> <li>• Health/PE Coordinator</li> <li>• Health/PE teachers</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• June 2015</li> <li>• Oct. 2015</li> <li>• Jan. 2016</li> <li>• June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Walk-throughs</li> <li>• Fitnessgram 10</li> <li>• MVPA Site Observation</li> <li>• GPRA Measures</li> <li>• 3Day Physical Activity Recall (3DPAR)</li> <li>• YRBS Nutrition recall</li> <li>• Heart-rate monitors</li> <li>• 4-7 Day Pedometer data</li> <li>• Attendance at PD &amp; Follow-Up Evidence</li> <li>• Evaluations of PD</li> <li>• HB5 Campus visits</li> <li>• DTL Pre-post tests</li> <li>• Wellness Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Fund Metro Health &amp; UT Health Science Center \$20 per student</li> <li>• Fund Local 199</li> <li>• The Great Body Shop, “Bienestar” CSHP</li> <li>• Brain-Based Learning,</li> <li>• <u>DTL/RTL Guide</u>,</li> <li>• PE3, FIT Step online pedometer, Suunto System,</li> <li>• Pulse Bars, IHT</li> <li>• <u>SPARK</u>, (Sports play Active Recreation for Kids).</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>

## Office of Professional Learning Action Plan 2015-2016

<b>District Q-DIP Goals</b>					
<p><b>Goal 1: All students will read and write at grade level PK-12.</b></p> <p><b>Measurable Performance Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures</li> <li>• 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener</li> <li>• 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance</li> </ul>					
	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Needs	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Ensure targeted professional learning in K-12.</li> <li>• Develop professional learning opportunities focused on deepening content knowledge, pedagogy and instructional leadership practices that increase student performance in reading and writing.</li> </ul>					
<p><b>Activity 1</b> Design targeted professional learning plans and modules based on data at the district, campus, teacher, and student level to address at risk students, reading, writing, critical thinking and instructional technology applications.</p>	<input type="checkbox"/> OPL Senior Coordinator	<input type="checkbox"/> July 2015 <input type="checkbox"/> October 2015 <input type="checkbox"/> January 2016 <input type="checkbox"/> April 2016 <input type="checkbox"/> June 2016	<input type="checkbox"/> Presentation Modules <input type="checkbox"/> Planning Agenda/Sign-in Sheets <input type="checkbox"/> Individual Professional Learning Plans	C & I District Leadership Campus Leadership  Funds 199/211/255 \$6,000	June 2016
<p><b>Activity 2</b> Attend professional learning sessions and evaluate current literature to address leadership development, reading, writing, critical thinking and the use of instructional technology.</p>	<input type="checkbox"/> OPL Senior Coordinator	<input type="checkbox"/> October 2015 <input type="checkbox"/> December 2015	<input type="checkbox"/> Research database <input type="checkbox"/> Professional Learning Conferences <input type="checkbox"/> Budget Report	C & I ASCD/NCSD Learning Forward Texas  Funds 199/211/255 \$5,000	March 2016



<b>Activity 3</b> Use various types of data to assist in the design and delivery of targeted professional learning opportunities that are driven by a vision of the classroom and embedded in daily practice.	<input type="checkbox"/> OPL Senior Coordinator	<input type="checkbox"/> September 2015 <input type="checkbox"/> January 2016 <input type="checkbox"/> March 2016 <input type="checkbox"/> June 2016	<input type="checkbox"/> Data Analysis <input type="checkbox"/> Professional Learning & Teaching Framework <input type="checkbox"/> Professional Learning Database	C & I District Leadership Campus Leadership  Funds 199/211/255 \$10, 000	July 2016
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<p><b>Q-DIP Goal 2: All students will demonstrate SAISD core values as they develop 21<sup>st</sup> Century knowledge and skills in PK-12.</b></p> <p><b>Measurable Performance Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will engage in creativity/innovation across content by reinforcing the habit of asking good questions; and accessing and analyzing information to understand more deeply as evidenced by student work, classroom walkthroughs, and curriculum-based assessments</li> <li>• Students will use critical thinking and problem-solving to understand real world issues as evidenced by student work, classroom walkthroughs, and curriculum-based assessments</li> <li>• Students will work collaboratively by listening to and learning from others with varied perspectives and expertise as evidenced by student work, classroom walkthroughs, and curriculum-based assessments</li> <li>• Students will exhibit values and behaviors of citizenship in the school environment and community at large</li> </ul>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Needs	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Ensure targeted professional learning in K-12.</li> <li>• Develop professional learning opportunities focused on innovative instructional practices that promote critical questioning, problem solving skills and effective communication.</li> </ul>					
<b>Activity 1</b> Design targeted professional learning plans and modules based on data at the district, campus, teacher, and student level to address at risk students, critical thinking and problem solving skills.	<input type="checkbox"/> OPL Senior Coordinator	<input type="checkbox"/> July 2015 <input type="checkbox"/> October 2015 <input type="checkbox"/> January 2016 <input type="checkbox"/> April 2016 <input type="checkbox"/> June 2016	<input type="checkbox"/> Presentation Modules <input type="checkbox"/> Planning Agenda/Sign-in Sheets <input type="checkbox"/> Individual Professional Learning Plans	C & I District Leadership CTE Guidance and Counseling  Funds 199/211/255 \$5,000	June 2016

<b>Activity 2</b> Attend professional learning sessions and evaluate current literature to address leadership development, reading, writing, critical thinking and the use of instructional technology.	<input type="checkbox"/> OPL Senior Coordinator	<input type="checkbox"/> October 2015 <input type="checkbox"/> December 2015	<input type="checkbox"/> Research database <input type="checkbox"/> Professional Learning Conferences <input type="checkbox"/> Budget Report	C & I ASC D NCSD  Funds 199/211/255 \$5,000	March 2016
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<b>Q-DIP Goal 3: All students will utilize and demonstrate technology literacy and applications in PK-12.</b>					
<b>Measurable Performance Objectives:</b>					
<ul style="list-style-type: none"> <li>Students will demonstrate proficiency in the use of technology as measured by the STAAR Charts and Technology TEKS</li> <li>Students will have access to innovative technology, hardware and software, on a 3 to 1 student to technology ratio for daily use in the classroom as measured by student work and assessment</li> <li>Technology infrastructure will effectively support hardware, software, increased bandwidth and browsers to access the Internet, as required by new textbook adoptions and state standards</li> </ul>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Needs	Timeline for Completion
<b>Strategies:</b>					
<ul style="list-style-type: none"> <li>Ensure targeted professional learning in K-12.</li> <li>Utilize social media and various instructional technology tools as models of delivery for professional learning focused on reading, writing, and critical thinking in the content areas.</li> </ul>					
<b>Activity 1</b> Design targeted professional learning plans and modules based on data at the district, campus, teacher, and student level to address technology literacy applications.	<input type="checkbox"/> OPL Senior Coordinator	<input type="checkbox"/> July 2015 <input type="checkbox"/> October 2015 <input type="checkbox"/> January 2016 <input type="checkbox"/> April 2016 <input type="checkbox"/> June 2016	<input type="checkbox"/> Presentation Modules <input type="checkbox"/> Planning Agenda/Sign-in Sheets <input type="checkbox"/> Individual Professional Learning Plans	C & I District Leadership CTE Instructional Technology  Funds 199/211/255 5,000	June 2016
<b>Activity 2</b> Maintain an interactive website that serves as a continuous communication tool and resource for providing district-wide professional learning support.	<input type="checkbox"/> OPL Senior Coordinator	<input type="checkbox"/> October 2015 <input type="checkbox"/> February 2016	<input type="checkbox"/> Website	C & I Instructional Technology  Funds 199/211/255 \$500	June 2015

<b>Activity 3</b> Use various forms of social media- twitter, moodle, etc to provide a forum for on-going communication and sharing of instructional practice.	<input type="checkbox"/> OPL Senior Coordinator	<input type="checkbox"/> January 2016 <input type="checkbox"/> April 2016 <input type="checkbox"/> June 2016	<input type="checkbox"/> Social Media Platform usage <input type="checkbox"/> Evaluation Tools	C & I Learning & Teaching Instructional Technology  Funds 199/211/255 \$500	June 2016
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<p><b>Q-DIP Goal 4: All students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success.</b></p> <p><b>Measurable Performance Objectives:</b></p> <ul style="list-style-type: none"> <li>• College, Career and Readiness Standards K-12 will be implemented through the curricula and measured by the STAAR Index 4</li> <li>• Students will be provided with opportunities for dual-credit early college coursework as measured by dual-credit program participation and student achievement</li> <li>• Students will successfully meet new House Bill 5 graduation requirements to include endorsements and distinguished diplomas for college and/career opportunities as measured by program participation and graduation rates and plans</li> </ul>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Needs	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Ensure targeted professional learning in K-12.</li> <li>• Utilize social media and various instructional technology tools as models of delivery for professional learning focused on reading, writing, and critical thinking in the content areas.</li> </ul>					
<b>Activity 1</b> Design targeted professional learning plans and modules based on data at the district, campus, teacher, and student level to address reading, writing, critical thinking and instructional technology applications.	<input type="checkbox"/> OPL Senior Coordinator	<input type="checkbox"/> July 2015 <input type="checkbox"/> October 2015 <input type="checkbox"/> January 2016 <input type="checkbox"/> April 2016 <input type="checkbox"/> June 2016	<input type="checkbox"/> Presentation Modules <input type="checkbox"/> Planning Agenda/Sign-in Sheets <input type="checkbox"/> Individual Professional Learning Plans	C & I District Leadership CTE Guidance and Counseling  Funds 199/211/255 \$4,000	June 2016

**Q-DIP Goal 5: SAISD will use a comprehensive, systemic process to monitor and evaluate the effectiveness of academic, extra-curricular and student support programs.**

**Measurable Performance Objectives:**

- Fidelity to the implementation of the curricula will be monitored and evaluated by the education team to include: Curriculum & Instruction, Office of School Leadership, Principals, Campus Instructional Leadership Teams, Academic Support and Extra-Curricular Programs through district- developed program rubrics
- 100% of campuses will be monitored on a regular basis as established by performance levels, campus needs, and state and federal accountability requirements
- A feedback loop that fosters high leverage programming for school improvement, student achievement, program offerings, and budgetary needs will be established at multiple levels to meet on a quarterly basis using multiple measures to evaluate program effectiveness and continuation

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Needs	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Establish a district wide professional learning advisory team to develop professional learning standards that are research based and aligned to effective instructional practices to promote reading, writing and critical thinking.</li> <li>• Disaggregate and analyze quantitative and qualitative data to design and evaluate professional learning.</li> </ul>					
<p><b>Activity 1</b> Create a database of all district wide professional learning sessions.</p>	<input type="checkbox"/> OPL Senior Coordinator	<input type="checkbox"/> September 2015 <input type="checkbox"/> January 2016 <input type="checkbox"/> March 2016 <input type="checkbox"/> May 2016 <input type="checkbox"/> June 2016	<input type="checkbox"/> Professional Learning Database	District Calendars Eduphoria Instructional Technology	June 2016
<p><b>Activity 2</b> Develop and implement evaluation tools to assess the effective implementation of professional learning at the district, campus, and classroom level.</p>	<input type="checkbox"/> OPL Senior Coordinator	<input type="checkbox"/> September 2015 <input type="checkbox"/> January 2016 <input type="checkbox"/> March 2016 <input type="checkbox"/> June 2016	<input type="checkbox"/> Professional Learning Evaluation Forms/Surveys <input type="checkbox"/> Classroom Walk-throughs <input type="checkbox"/> Performance data local and state	C & I District Leadership Campus Leadership Research & Evaluation  Funds 199/211/255 \$4,500	June 2016
<p><b>Activity 3</b> Use various types of data to assist in the design and delivery of targeted professional learning opportunities that are driven by a vision of the classroom and embedded in daily practice.</p>	<input type="checkbox"/> OPL Senior Coordinator	<input type="checkbox"/> September 2015 <input type="checkbox"/> January 2016 <input type="checkbox"/> March 2016 <input type="checkbox"/> June 2016	<input type="checkbox"/> Data Analysis <input type="checkbox"/> Professional Learning & Teaching Framework <input type="checkbox"/> Professional Learning Database	C & I District Leadership Campus Leadership Research & Evaluation  Funds 199/211/255 \$7,000	June 2016

## Fine Arts Department Action Plan 2015-2016

<b>District QDIP Goals</b>					
<b>Goal 1: All students will read and write at grade level PK-12.</b>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Measurable Performance Objectives:</b> <ul style="list-style-type: none"> <li>• Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures</li> <li>• 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener</li> <li>• 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance</li> </ul>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity #1</b>  Embed reading & writing objectives (including reading and writing of musical notation) in the curriculum frameworks for Fine Arts.	Executive Director  Fine Arts Coordinators  Campus Teachers / Directors	Ongoing throughout year	<ul style="list-style-type: none"> <li>• Teachers, through delivery of the curriculum using effective instructional strategies.</li> <li>• Artists in Education, through their mentoring of the teachers.</li> <li>• Fine Arts Administrators, through classroom observations</li> <li>• Evidence of internalized lessons through (1) development of technical skills, and (2) student improvement in artistic interpretation will result in increase in quality of shows and performances</li> </ul>	Fund 199: Curriculum writing \$64,000 Supplies \$2000	Implementation is sequential and ongoing throughout each school year.

<p><b>Activity #2</b></p> <p>Reading &amp; writing objectives (including reading and writing of musical notation) will be incorporated into foundation / fundamental skills lessons, and used as tools for attaining artistic achievement.</p>	<p>Executive Director</p> <p>Central Office Coordinators</p> <p>Campus Teachers / Directors</p>	<p>Ongoing throughout year</p>	<ul style="list-style-type: none"> <li>• Teachers, through delivery of the curriculum using effective instructional strategies.</li> <li>• Artists in Education, through their mentoring of the teachers.</li> <li>• Fine Arts Administrators, through classroom observations</li> <li>• Evidence of internalized lessons through (1) development of technical skills, and (2) student improvement in artistic interpretation will result in increase in quality of shows and performances</li> </ul>	<p>Included in Activity #1</p>	<p>Implementation is sequential and ongoing throughout each school year.</p>
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**Goal 2: All students will demonstrate SAISD core values as they develop 21<sup>st</sup> Century knowledge and skills in PK-12.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Measurable Performance Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will engage in creativity/innovation across content by reinforcing the habit of asking good questions; and accessing and analyzing information to understand more deeply as evidenced by student work, classroom walkthroughs, and curriculum-based assessments</li> <li>• Students will use critical thinking and problem-solving to understand real world issues as evidenced by student work, classroom walkthroughs, and curriculum-based assessments</li> <li>• Students will work collaboratively by listening to and learning from others with varied perspectives and expertise as evidenced by student work, classroom walkthroughs, and curriculum-based assessments</li> <li>• Students will exhibit values and behaviors of citizenship in the school environment and community at large</li> </ul>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity #1</b></p> <p>Embed analytical &amp; interpretative objectives in the curriculum frameworks for Fine Arts.</p>	<p>Executive Director</p> <p>Fine Arts Coordinators</p> <p>Campus Teachers / Directors</p>	<p>Teacher training in August Staff Development and professional organization conferences</p> <p>Implementation is ongoing throughout year</p>	<ul style="list-style-type: none"> <li>• Teachers, through delivery of the curriculum using effective instructional strategies.</li> <li>• Artists in Education, through their mentoring of the teachers.</li> <li>• Fine Arts Administrators, through classroom observations</li> <li>• Evidence of internalized lessons through (1) development of technical skills, and (2) student improvement in artistic interpretation will result in increase in quality of shows and performances</li> </ul>	<p>Fund 199: Curriculum writing \$64,000 Supplies \$2000 Professional Memberships \$26,000 (this item currently in budget)</p>	<p>Implementation is sequential and ongoing throughout each school year.</p>

<p><b>Activity #2</b></p> <p>Analytical &amp; interpretative objectives will be incorporated into lessons, and used as tools for attaining artistic achievement.</p>	<p>Executive Director</p> <p>Central Office Coordinators</p> <p>Campus Teachers / Directors</p>	<p>Teacher training in August Staff Development and professional organization conferences</p> <p>Implementation is ongoing throughout year</p>	<ul style="list-style-type: none"> <li>• Teachers, through delivery of the curriculum using effective instructional strategies.</li> <li>• Artists in Education, through their mentoring of the teachers.</li> <li>• Fine Arts Administrators, through classroom observations</li> <li>• Evidence of internalized lessons through (1) development of technical skills, and (2) student improvement in artistic interpretation will result in increase in quality of shows and performances</li> </ul>	<p>Fund 199:</p> <p>Curriculum writing \$64,000</p> <p>Supplies \$2000</p> <p>Professional Memberships \$26,000 (this item currently in budget)</p>	<p>Implementation is sequential and ongoing throughout each school year.</p>
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**Goal 3: All students will utilize and demonstrate technology literacy and applications in PK-12.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Measurable Performance Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate proficiency in the use of technology as measured by the STAAR Charts and Technology TEKS</li> <li>• Students will have access to innovative technology, hardware and software, on a 3 to 1 student to technology ratio for daily use in the classroom as measured by student work and assessment</li> <li>• Technology infrastructure will effectively support hardware, software, increased bandwidth and browsers to access the Internet, as required by new textbook adoptions and state standards</li> </ul>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 1</b></p> <p>Teachers will integrate technology through the use of tuners, metronomes, and audio &amp; video recording into the lessons. Students will use these tools to analyze and improve their work in preparation for performances and shows.</p>	<p>Executive Director</p> <p>Central Office Coordinators</p> <p>Campus Teachers / Directors</p>	<p>1. Training provided during SAISD Fine Arts Staff Development</p> <p>2. Training provided at statewide professional conferences in Music (TMEA), Art (TAEA), Theatre (TETA), and Dance (TDEA).</p>	<ul style="list-style-type: none"> <li>• Teachers, through delivery of the curriculum using effective instructional strategies.</li> <li>• Artists in Education, through their mentoring of the teachers.</li> <li>• Fine Arts Administrators, through classroom observations</li> <li>• Evidence of internalized lessons through (1) development of technical skills, and (2) student improvement in artistic interpretation will result in increase in quality of shows and performances</li> </ul>	<p>Fund 199: Instructional Keyboard / Tuner / Metronome \$56,000</p>	<p>Implementation is sequential and ongoing throughout each school year.</p>

**Goal 4: All students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Measurable Performance Objectives:</b></p> <ul style="list-style-type: none"> <li>• College, Career and Readiness Standards K-12 will be implemented through the curricula and measured by the STAAR Index 4</li> <li>• Students will be provided with opportunities for dual-credit early college coursework as measured by dual-credit program participation and student achievement</li> <li>• Students will successfully meet new House Bill 5 graduation requirements to include endorsements and distinguished diplomas for college and/career opportunities as measured by program participation and graduation rates and plans</li> </ul>					
<p><b>Activity 1</b></p> <p>Student mastery of content at rigorous levels which requires technical skill, aesthetic judgment, problem-solving, conceptual understanding, and process skills.</p>	<p>Executive Director</p> <p>Central Office Coordinators</p> <p>Artists in Education</p>	<p>1. Training provided during SAISD Fine Arts Staff Development</p> <p>2. Training provided at statewide professional conferences in Music (TMEA), Art (TAEA), Theatre (TETA), and Dance (TDEA).</p>	<ul style="list-style-type: none"> <li>• Teachers, through delivery of the curriculum using effective instructional strategies.</li> <li>• Artists in Education, through their mentoring of the teachers.</li> <li>• Fine Arts Administrators, through classroom observations</li> <li>• Evidence of internalized lessons through (1) development of technical skills, and (2) student improvement in artistic interpretation will result in increase in quality of shows and performances</li> </ul>	<p>Fund 199: Professional Organization Memberships \$26,000 (already listed)</p> <p>Artist in Education Funding \$125,000 (already in budget)</p>	<p>Implementation is sequential and ongoing throughout each school year.</p>

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity #2</b></p> <p>Implementation of the fine arts curriculum guides to include more lessons pertaining to career development via college readiness</p>	<p>Executive Director</p> <p>Central Office Coordinators</p> <p>Campus Teachers / Directors</p>	<p>1. Training provided during SAISD Fine Arts Staff Development</p> <p>2. Training provided at statewide professional conferences in Music (TMEA), Art (TAEA), Theatre (TETA), and Dance (TDEA).</p>	<ul style="list-style-type: none"> <li>• Teachers, through delivery of the curriculum using effective instructional strategies.</li> <li>• Artists in Education, through their mentoring of the teachers.</li> <li>• Fine Arts Administrators, through classroom observations</li> <li>• Evidence of internalized lessons through (1) development of technical skills, and (2) student improvement in artistic interpretation will result in increase in quality of shows and performances</li> </ul>	<p>Fund 199 Professional Organization Memberships \$26,000 (already listed)</p> <p>Artist in Education Funding \$125,000 (already in budget)</p>	<p>Implementation is sequential and ongoing throughout each school year.</p>

**QDIP Goals.**

**Goal 5: SAISD will use a comprehensive, systemic process to monitor and evaluate the effectiveness of academic, extra-curricular and student support programs.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Measurable Performance Objectives:</b></p> <ul style="list-style-type: none"> <li>□ Fidelity to the implementation of the curricula will be monitored and evaluated by the education team to include: Curriculum &amp; Instruction, Office of School Leadership, Principals, Campus Instructional Leadership Teams, Academic Support and Extra-Curricular Programs through district-developed program rubrics</li> <li>□ 100% of campuses will be monitored on a regular basis as established by performance levels, campus needs, and state and federal accountability requirements</li> <li>□ A feedback loop that fosters high leverage programming for school improvement, student achievement, program offerings, and budgetary needs will be established at multiple levels to meet on a quarterly basis using multiple measures to evaluate program effectiveness and continuation</li> </ul>					

<p><b>Activity 1</b></p> <p>Data will be collected each 9 weeks for a report on the 5 Measures of Success for the Fine Arts</p>	<p>Executive Director</p> <p>Central Office Coordinators</p> <p>Artists in Education</p>	<p>1. Training provided during SAISD Fine Arts Staff Development</p> <p>2. Training provided at statewide professional conferences in Music (TMEA), Art (TAEA), Theatre (TETA), and Dance (TDEA).</p>	<ul style="list-style-type: none"> <li>• Teachers, through delivery of the curriculum using effective instructional strategies.</li> <li>• Artists in Education, through their mentoring of the teachers.</li> <li>• Fine Arts Administrators, through classroom observations</li> <li>• Evidence of internalized lessons through (1) development of technical skills, and (2) student improvement in artistic interpretation will result in increase in quality of shows and performances</li> </ul>	<p>Fund 199: Professional Organization Memberships \$26,000 (already listed)</p> <p>Artist in Education Funding \$125,000 (already in budget)</p>	<p>Implementation is sequential and ongoing throughout each school year.</p>
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Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity #2</b></p> <p>Student groups will participate in Pre-Contest Assessments. Groups will be evaluated according to a Rubric in order to provide direction for improvements before the UIL events.</p>	<p>Executive Director</p> <p>Central Office Coordinators</p> <p>Campus Teachers / Directors</p>	<p>1. Training provided during SAISD Fine Arts Staff Development</p> <p>2. Training provided at statewide professional conferences in Music (TMEA), Art (TAEA), Theatre (TETA), and Dance (TDEA).</p>	<ul style="list-style-type: none"> <li>• Teachers, through delivery of the curriculum using effective instructional strategies.</li> <li>• Artists in Education, through their mentoring of the teachers.</li> <li>• Fine Arts Administrators, through classroom observations</li> <li>• Evidence of internalized lessons through (1) development of technical skills, and (2) student improvement in artistic interpretation will result in increase in quality of shows and performances</li> </ul>	<p>Fund 199: Professional Organization Memberships \$26,000 (already listed)</p> <p>Artist in Education Funding \$125,000 (already in budget)</p>	<p>Implementation is sequential and ongoing throughout each school year.</p>

<p><b>Activity #3</b></p> <p>Students will participate in UIL competitions. Data on participation and scores will be collected for evaluation on the progress of programs</p>	<p>Executive Director</p> <p>Central Office Coordinators</p> <p>Campus Teachers / Directors</p>	<p>1. Training provided during SAISD Fine Arts Staff Development</p> <p>2. Training provided at statewide professional conferences in Music (TMEA), Art (TAEA), Theatre (TETA), and Dance (TDEA).</p>	<ul style="list-style-type: none"> <li>• Teachers, through delivery of the curriculum using effective instructional strategies.</li> <li>• Artists in Education, through their mentoring of the teachers.</li> <li>• Fine Arts Administrators, through classroom observations</li> <li>• Evidence of internalized lessons through (1) development of technical skills, and (2) student improvement in artistic interpretation will result in increase in quality of shows and performances</li> </ul>	<p>Fund 199: Professional Organization Memberships \$26,000 (already listed)</p> <p>Artist in Education Funding \$125,000 (already in budget)</p>	<p>Implementation is sequential and ongoing throughout each school year.</p>
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## Accountability, Research, Evaluation, & Testing (ARE&T) Action Plan 2015-2016

**Goal: Provide user-friendly communication and data availability ensuring principals and administrative staff have access to up-to-date information on pertinent education standards, regulations, issues, and trends affecting accountability, assessment, instruction, planning, and compliance.**

**Strategies:**

- Create systematic assessment administration, reporting, and analysis tools and procedures
- Provide program evaluation and data in support of district goals and initiatives, external research projects, grants, and district/campus administrators.
- Provide comprehensive professional development to aid and inform District administrators and key personnel in data access, analysis, and the instructional and programmatic application of research findings, and performance metrics

Activities	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 1</b> Ensure District web tools such as iDataPortal, Testing Database, District website, CE9, and other systems remain updated and available to administrators who require access. Develop training processes for use of department web-based tools.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Executive Program Evaluator</li> <li>▪ Data Analyst</li> <li>▪ Accountability Coordinator</li> <li>▪ Director Testing</li> <li>▪ Asst Dir Testing</li> <li>▪ Testing Analyst</li> </ul>	<ul style="list-style-type: none"> <li>▪ July 31, 2015</li> <li>▪ January 31, 2016</li> <li>▪ May 31, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaborate with the data warehouse and other departments to ensure web tools function properly, include all required updates, and are accessible for district and campus administrators who require access. Provide professional development to administrators as needed.</li> </ul>		<p>Fall, Spring and Summer 2015-2016</p>
<p><b>Activity 2</b> Ensure District and Campus personnel consistent access to online data reports by maintaining and updating the Crystal Enterprise reporting system. Customize existing reports and create new reports as needed. Ensure consistent and reliable access to data.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Executive Program Evaluator</li> <li>▪ Data Analyst</li> <li>▪ Accountability Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ July 1, 2015</li> <li>▪ January 1, 2016</li> <li>▪ May 31, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to all data requests in a timely, accurate manner. Provide online reports as needed and update existing reports when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintenance &amp; Repair \$2,000.00 (Fund 164)</li> </ul>	<p>Fall, Spring and Summer 2015-2016</p>

Activities	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 3</b> Ensure key Campus and District personnel consistent access to historical enrollment trend data to include access to: historical and projected enrollment, and feeder campus enrollment contributions.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Data Analyst</li> </ul>	<ul style="list-style-type: none"> <li>▪ September 28, 2015</li> <li>▪ January 31, 2016</li> <li>▪ May 31, 2016</li> <li>▪ July 31, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Update and maintain the projections website to reflect annual data on district changes and movements. Ensure principals have access to their data with sufficient time for response.</li> </ul>		Fall, Spring and Summer 2015-2016
<p><b>Activity 4</b> Provide support, information, and technical assistance for successful and effective implementation of all state and federal testing requirements.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Director of Testing</li> <li>▪ Assistant Director of Testing</li> <li>▪ Testing Analyst</li> </ul>	<ul style="list-style-type: none"> <li>▪ October 21-24, 2015</li> <li>▪ December 2-13, 2015</li> <li>▪ March 3-6, 2016</li> <li>▪ April 1-4, 2016</li> <li>▪ April 21-25, 2016</li> <li>▪ May 5-16, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Organize, implement, verify, collect and distribute materials for all assessments.</li> <li>▪ Ensure a routine cycle of communication of testing information.</li> <li>▪ Train all campus test coordinators.</li> <li>▪ Maintain and ensure the accuracy of the State Testing Database as well as the test department website.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Testing Analyst (Fund 164) .5 Unit</li> <li>▪ Extra Duty Para \$1401.00 (Fund 164)</li> </ul>	Fall, Spring and Summer 2015-2016
<p><b>Activity 5</b> Increase access to higher education and provide a system for tracking SAISD graduates after high school to inform district and campus administrators of SAISD graduates' subsequent progress.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Director of Testing</li> </ul>	<ul style="list-style-type: none"> <li>▪ July 1, 2016</li> <li>▪ August 31, 2016</li> <li>▪ September 28, 2015</li> <li>▪ October 26, 2015</li> <li>▪ January 20, 2016</li> <li>▪ July 1, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain a tracking system to create a working database for tracking students after graduation.</li> <li>▪ Provide assessment opportunities to increase higher education admission.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Software Updates/Supplies \$3,000.00 (Fund 164)</li> <li>▪ Supplies- PSAT/NMSQT, ReadStep \$87,590.00 (Fund 164)</li> <li>▪ Supplies - Credit by Exam \$28,869.00 (Fund 164)</li> <li>▪ Misc. Operating costs- AP Tests \$100,514.00 (Fund 164)</li> </ul>	Fall, Spring and Summer 2015-2016

Activities	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 6</b> Develop, publish, and maintain analysis and evaluation materials.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Executive Program Evaluator</li> <li>▪ Accountability Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ July 1, 2015</li> <li>▪ January 31, 2016</li> <li>▪ May 31, 2016</li> <li>▪ July 1, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide principals and district staff with key findings to aid in planning and program management.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supplies \$1,500.00 (Fund 164)</li> </ul>	<p>Fall, Spring and Summer 2015-2016</p>
<p><b>Activity 7</b> Develop study designs, questionnaires, and collect data for planned and stand-alone research studies and program evaluations to help inform district and campus administration decisions.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Data Analyst</li> </ul>	<ul style="list-style-type: none"> <li>▪ November, 12 2015</li> <li>▪ December 14, 2015</li> <li>▪ January 14, 2016</li> <li>▪ February 11, 2016</li> <li>▪ March 18, 2016</li> <li>▪ April 8, 2016</li> <li>▪ May 13, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to campus and district requests for customized research design and questionnaire development in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coordinator of Institutional &amp; Community-Based Research (Fund 211(287))</li> <li>▪ Supplies \$1,750.00 (Fund 164)</li> </ul>	<p>Fall, Spring and Summer 2015-2016</p>
<p><b>Activity 8</b> Gather and analyze feedback in support of SAISD initiatives.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Executive Program Evaluator</li> <li>▪ Data Analyst</li> </ul>	<ul style="list-style-type: none"> <li>▪ July 1, 2015</li> <li>▪ January 31, 2016</li> <li>▪ May 31, 2016</li> <li>▪ July 1, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide support for administrators in understanding key stakeholders views of district initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Software Updates/Supplies \$3,147.00 (Fund 164)</li> </ul>	<p>Fall, Spring and Summer 2015-2016</p>



<p><b>Activity 9</b> Collaborate with Data Warehouse staff to ensure development of new reporting tools to reflect revised assessment data file formats and standards.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Executive Program Evaluator</li> <li>▪ Data Analyst</li> <li>▪ Accountability Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ July 1, 2015</li> <li>▪ October 1, 2015</li> <li>▪ January 31, 2016</li> <li>▪ May 31, 2016</li> <li>▪ July 1, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure State and Federal data/standards are available for all SAISD employees on the iDataPortal and Scorecard. Ensure accurate and timely reporting is available and reflects the most up-to-date information on online reporting tools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supplies \$1,100.00 (Fund 164)</li> </ul>	<p>Fall, Spring and Summer 2015-2016</p>
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Activities	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 10</b> Provide evaluations of district programs to include: Alternative Certification Programs, State Compensatory Education, and Other District programs as needed.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Executive Program Evaluator</li> <li>▪ Data Analyst</li> </ul>	<ul style="list-style-type: none"> <li>▪ July 1, 2015</li> <li>▪ November, 12 2015</li> <li>▪ December 14, 2015</li> <li>▪ January 14, 2016</li> <li>▪ February 11, 2016</li> <li>▪ March 18, 2016</li> <li>▪ April 8, 2016</li> <li>▪ May 13, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete evaluations for district programs in order to build capacity for data-driven inquiry and reflection among program administrators and district leadership.</li> </ul>		<p>Fall, Spring and Summer 2015-2016</p>
<p><b>Activity 11</b> Provide data to support the evaluation of district and campus grants.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Executive Program Evaluator</li> <li>▪ Data Analyst</li> <li>▪ Accountability Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ November, 12 2015</li> <li>▪ December 14, 2015</li> <li>▪ January 14, 2016</li> <li>▪ February 11, 2016</li> <li>▪ March 18, 2016</li> <li>▪ April 8, 2016</li> <li>▪ May 13, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete data requests for grants in order to build capacity for data-driven inquiry and reflection among grant administrators.</li> </ul>		<p>Fall, Spring and Summer 2015-2016</p>

<p><b>Activity 12</b> Provide test materials and data support to district and campus administrators for the identification and tracking of the language acquisition for LEP students new to the district or new to the LEP program. Provide test materials and data support to district and campus administrators for the identification of gifted and talented students.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Executive Program Evaluator</li> <li>▪ Data Analyst</li> <li>▪ Director, Testing</li> <li>▪ Asst Dir, Testing</li> <li>▪ Testing Analyst</li> </ul>	<ul style="list-style-type: none"> <li>▪ July 1, 2015</li> <li>▪ January 31, 2016</li> <li>▪ July 1, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide data in order to build capacity for data-driven inquiry and reflection among grant administrators.</li> <li>▪ Complete all State and Federal testing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supplies \$31,767.00 (Fund 163)</li> <li>▪ \$42,513.00 (Fund 165)</li> </ul>	<p>Fall, Spring and Summer 2015-2016</p>
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Activities	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 13</b> Provide and collaborate with campus and district staff to review preliminary and final State and Federal Accountability data.	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Accountability Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ August 1, 2015</li> <li>▪ October 26, 2015</li> <li>▪ January 31, 2016</li> <li>▪ February 28, 2016</li> <li>▪ July 1, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create preliminary reports and compile final disaggregated reports as required in accordance with State and Federal Accountability.</li> </ul>	<ul style="list-style-type: none"> <li>• Coord. Acctblty &amp;Comp (Fund 211(287))</li> </ul>	Fall, Spring and Summer 2015-2016
<b>Activity 14</b> Manage Federal School Improvement Requirements for Priority, Focus, and Reward campuses.	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Accountability Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ July 31, 2015</li> <li>▪ August 25, 2015</li> <li>▪ October 26, 2015</li> <li>▪ January 31, 2016</li> <li>▪ February 28, 2016</li> <li>▪ August 1, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide and track PSP assignments and contracted hours</li> <li>▪ Coordinate invoices and payment for PSP hours and mileage.</li> <li>▪ Conduct internal audit of PSP contractors</li> </ul>	<ul style="list-style-type: none"> <li>• Coord. Acctblty &amp;Comp (Fund 211(287))</li> <li>• Clerk. NCLB Sch Impv (Fund 211(287))</li> <li>• NCLB Report Cards \$5,000.00 (Fund 211)</li> </ul>	Fall, Spring and Summer 2015-2016
<b>Activity 15</b> Provide data support for District and Campus administrators to ensure compliance with State and Federal reporting requirements.	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Executive Program Evaluator</li> <li>▪ Data Analyst</li> <li>▪ Accountability Coordinator</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ July 1, 2015</li> <li>▪ October 26, 2015</li> <li>▪ January 31, 2016</li> <li>▪ February 28, 2016</li> <li>▪ July 1, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide Campus and District administrators with data needed to complete detailed analysis, action plans, and other required State and Federal reports.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Travel \$1,500.00 (Fund 164)</li> </ul>	Fall, Spring and Summer 2015-2016

<p><b>Activity 18</b> Synthesize and present key components of assessments, State/Federal programs and accountability.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Accountability Coordinator</li> <li>▪ Director Testing</li> <li>▪ Asst Dir Testing</li> </ul>	<ul style="list-style-type: none"> <li>▪ July 1, 2015</li> <li>▪ October 1, 2015</li> <li>▪ February 28, 2016</li> <li>▪ July 1, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure District and campus administrators are informed about assessments and State/Federal programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supplies \$2,003.00 (Fund 164)</li> </ul>	<p>Fall, Spring and Summer 2015-2016</p>
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Activities	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 19</b> Participate in technology/research-based professional development for improving the learning process during professional development sessions provided by the department.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Executive Program Evaluator</li> <li>▪ Data Analyst</li> <li>▪ Accountability Coordinator</li> <li>▪ Director Testing</li> <li>▪ Asst Dir Testing</li> <li>▪ Testing Analyst</li> </ul>	<ul style="list-style-type: none"> <li>▪ July 1, 2015</li> <li>▪ January 31, 2016</li> <li>▪ April 30, 2016</li> <li>▪ May 31, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improve the quality and productivity of Campus and District staff through enriching their learning process by promoting and modeling best practices for data integration, use, and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Travel \$2,288.00 (Fund 287)</li> </ul>	<p>Fall, Spring and Summer 2015-2016</p>
<p><b>Activity 20</b> Manage District Research Requests.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Data Analyst</li> </ul>	<ul style="list-style-type: none"> <li>▪ November, 12 2015</li> <li>▪ December 14, 2015</li> <li>▪ January 14, 2016</li> <li>▪ February 11, 2016</li> <li>▪ March 18, 2016</li> <li>▪ April 8, 2016</li> <li>▪ May 13, 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review, approve, and track requests to conduct research in the District.</li> <li>▪ Provide necessary data requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator of Institutional &amp; Community-Based Research (Fund 211(287))</li> </ul>	<p>Fall, Spring and Summer 2015-2016</p>
<p><b>Activity 21</b> Monitor Charter School Impact on SAISD.</p>	<ul style="list-style-type: none"> <li>▪ Executive Director, ARE&amp;T</li> <li>▪ Research Coordinator</li> <li>▪ Data Analyst</li> </ul>	<ul style="list-style-type: none"> <li>▪ September 2015</li> <li>▪ February 2016</li> <li>▪ May 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Submit open records request to TEA regarding in-district students attending charters.</li> <li>▪ Provide reports to District and Campus administrators.</li> <li>▪ Monitor and track withdrawn students</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator of Institutional &amp; Community-Based Research (Fund 211(287))</li> </ul>	<p>Fall, Spring and Summer 2015-2016</p>

## Curriculum Management Department District Improvement Plan 2015-2016

**GOALS:** Increase student achievement and academic success by strengthening the Curriculum and Assessment Management Systems with timely and accurate information on the written, taught, and tested curriculum; and district curriculum-based assessments and simulations.

### **QDIP GOALS**

**Goal 1: All students will read and write at grade level PK-12.**

#### **Measurable Performance Objectives:**

- Students will meet the state standard performance levels in Reading and Writing as measured by STAAR, EOC, and state accountability measures
- 100% of the students that require reading interventions will receive appropriate program support and monitoring to achieve grade level proficiency as measured by the universal screener
- 100% of students performing at grade level will receive grade appropriate program support to maintain grade level proficiency and/or advance performance

**Goal 2: All students will demonstrate SAISD core values as they develop 21<sup>st</sup> Century knowledge and skills in PK-12.**

#### **Measurable Performance Objectives:**

- Students will engage in creativity/innovation across content by reinforcing the habit of asking good questions; and accessing and analyzing information to understand more deeply as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- Students will use critical thinking and problem-solving to understand real world issues as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- Students will work collaboratively by listening to and learning from others with varied perspectives and expertise as evidenced by student work, classroom walkthroughs, and curriculum-based assessments
- Students will exhibit values and behaviors of citizenship in the school environment and community at large

**Goal 3: All students will utilize and demonstrate technology literacy and applications in PK-12.**

#### **Measurable Performance Objectives:**

- Students will demonstrate proficiency in the use of technology as measured by the STAAR Charts and Technology TEKS
- Students will have access to innovative technology, hardware and software, on a 3 to 1 student to technology ratio for daily use in the classroom as measured by student work and assessment
- Technology infrastructure will effectively support hardware, software, increased bandwidth and browsers to access the Internet, as required by new textbook adoptions and state standards

**Goal 4: All students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success.**

#### **Measurable Performance Objectives:**

- College, Career and Readiness Standards K-12 will be implemented through the curricula and measured by the STAAR Index 4
- Students will be provided with opportunities for dual-credit early college coursework as measured by dual-credit program participation and student achievement

- Students will successfully meet new House Bill 5 graduation requirements to include endorsements and distinguished diplomas for college and/career opportunities as measured by program participation and graduation rates and plans

**Goal 5: SAISD will use a comprehensive, systemic process to monitor and evaluate the effectiveness of academic, extra-curricular, and student support programs**

**Measurable Performance Objectives:**

- Fidelity to the implementation of the curricula will be monitored and evaluated by the education team to include: Curriculum & Instruction, Office of School Leadership, Principals, Campus Instructional Leadership Teams, Academic Support and Extra-Curricular Programs through district-developed program rubrics
- 100% of campuses will be monitored on a regular basis as established by performance levels, campus needs, and state and federal accountability requirements
- A feedback loop that fosters high leverage programming for school improvement, student achievement, program offerings, and budgetary needs will be established at multiple levels to meet on a quarterly basis using multiple measures to evaluate program effectiveness and continuation

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li><b>1. We will ensure that all district curriculum guides and instructional toolkits are provided to K-12 teachers via the Internet through a robust Curriculum Management System.</b></li> <li><b>2. We will ensure the implementation of curriculum-based assessment system each grading period.</b></li> <li><b>3. We will ensure professional learning is provided via active directory or face-to-face to access and use the curriculum and assessment management systems to support instruction and curricular decision-making based on student data.</b></li> </ol>					
<p><b>Tier I Instruction</b>  <b>Strategy I - Activity 1</b>            Support the publication of the Curriculum Guides and companion documents by for core and elective subjects online:</p> <ul style="list-style-type: none"> <li>• Maintaining the internal consistency of curriculum documents (Internet formats)</li> <li>• Establishing a publication process for timely delivery of curriculum (QDIP 1,2,3,4)</li> </ul>	<p>Sr. Coordinator for Curriculum Management</p> <p>Instructional Facilitator</p> <p>Data Analyst Clerks</p>	<p>July 2016            August 2016            October 2016            January 2017            March 2017            May 2017</p>	<ul style="list-style-type: none"> <li>• Implementation Timeline</li> <li>• Curriculum Document Publication on CMS Website</li> <li>• CMS site traffic</li> <li>• Teacher Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Equipment and Peripherals</li> <li>• Software Upgrades</li> <li>• Office Supplies</li> <li>• Overtime</li> <li>• Printing of Curriculum Guides for core subjects</li> <li>• Survey System</li> </ul> <p>Fund 255</p>	<p>June 2017</p>



<p><b>Tier I Instruction Activity 2</b> Construct, update, and maintain a comprehensive online Curriculum Management System with flexible site architecture and 24/7 online accessibility. Includes</p> <ul style="list-style-type: none"> <li>• Redesign the Curriculum Management System Website</li> <li>• Teacher message board</li> <li>• Core Department Toolkits</li> <li>• Parent page</li> </ul>	<p>Sr. Coordinator of Curriculum Management</p> <p>Instructional Facilitator</p>	<p>July 2015- June 2016</p>	<ul style="list-style-type: none"> <li>• CMS Feedback Button Questions</li> <li>• CMS Website Structure</li> <li>• Platform Verifications</li> <li>• Professional Development Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Equipment, ELMO, and Peripherals</li> <li>• Software Upgrades</li> <li>• Office Supplies</li> <li>• Survey System</li> <li>• Extra-Duty Pay teachers</li> <li>• Contracted Services for Translations</li> </ul> <p>Fund 255</p>	<p>June 2016</p>
<p><b>Tier I Instruction Activity 3</b> Provide Professional Development to campuses via remote administration; and with direct face-to-face training the Professional Learning Conference, Principal Summit (as needed), and New Teachers Rising Stars Training.  (QDIP 1,2,3,4)</p>	<p>Sr. Coordinator of Curriculum Management</p> <p>Instructional Facilitator</p>	<p>July 2015- June 2016</p>	<ul style="list-style-type: none"> <li>• Professional Development Feedback/Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Equipment, ELMO, and Peripherals</li> <li>• Software Upgrades</li> <li>• Office Supplies</li> <li>• Survey System</li> <li>• Extra-Duty Pay teachers</li> <li>• Contracted Services for Translations</li> </ul> <p>Fund 255</p>	<p>June 2016</p>

<p><b>Tier I Instruction Activity 4</b> Implement the Curriculum-Based Assessment and STAAR Simulation Initiative by:</p> <ul style="list-style-type: none"> <li>• Installing and implementing an management systems</li> <li>• Providing system management and campus support via the Internet or face-to-face</li> <li>• Establishing consistent data requirements (uploads and analysis)</li> <li>• Collaborating with core departments on STAAR/EOC item construction and implementation calendar</li> <li>• Managing the formatting, publication (Internet and print), and distribution of Nine Week Assessments and Simulations</li> <li>• Providing online and face-to-face professional development to campus leadership teams and departments</li> </ul>	<p>Sr. Coordinator of Curriculum Management</p> <p>Instructional Facilitator</p> <p>Data Analyst Clerks</p>	<p>August 2015 October 2015 January 2016 February 2016 March 2016 May 2016</p>	<ul style="list-style-type: none"> <li>• Implementation Timeline</li> <li>• Teacher Survey (EOY)</li> <li>• Site Support Record</li> </ul>	<ul style="list-style-type: none"> <li>• Contracted Services: Assessment Management System and Item Bank; and exclusive item bank for teachers</li> <li>• Printing of Nine Week Assessments and Benchmarks (internal and external printing services)</li> <li>• Travel – Conferences</li> <li>• Translations</li> <li>• Equipment Maintenance</li> <li>• Office &amp; PD Supplies (Clipart)</li> <li>• Software</li> <li>• Educational Literature</li> <li>• Mileage</li> <li>• Contract Maintenance Repairs</li> <li>• Extra Duty Pay (Clerical)</li> <li>• Equipment for campus scanners</li> <li>• Contracted Services for translations</li> </ul> <p>Fund 211 Fund 255</p>	<p>June 2016</p> <p>June 2016</p>
<p><b>Tier I Instruction Activity 5</b> Support Advanced Placement Department with the implementation of English Pre-AP and AP nine week assessments.</p>	<p>Sr. Coordinator of Curriculum Management</p> <p>Instructional Facilitator</p> <p>Data Analyst Clerks</p>	<p>October 2015-May 2016 (As needed)</p>	<ul style="list-style-type: none"> <li>• Implementation Timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Printing</li> <li>• Contract Maintenance Repairs</li> <li>• Extra Duty Pay (Clerical)</li> </ul> <p>Fund 255</p>	<p>June 2016</p>

## Grant Development & Administration (GDA) Action Plan 2015-2016

<p><b>GOAL: Grant Development &amp; Administration will secure external funding aligned with District AND Campus objectives and support implementation of awarded projects.</b></p>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Provide effective and timely communication of grant opportunities to all stakeholders.</li> <li>▪ Develop and submit quality proposals for selected grant opportunities.</li> <li>▪ Provide management support of awarded grant projects.</li> </ul>					
<p><b>Activity 1:</b> Identify grant opportunities.</p>	<ul style="list-style-type: none"> <li>• Grant Director</li> </ul>	<ul style="list-style-type: none"> <li>• Friday of each week</li> </ul>	<ul style="list-style-type: none"> <li>• New opportunities added to GDA Grant Opportunity Calendar</li> <li>• Grant Prospectuses</li> </ul>	<ul style="list-style-type: none"> <li>• Fund 199 Supplies and Materials, 12,000</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p><b>Activity 2:</b> Communicate grant opportunities.</p>	<ul style="list-style-type: none"> <li>• Grant Director</li> </ul>	<ul style="list-style-type: none"> <li>• Monday of each week</li> </ul>	<ul style="list-style-type: none"> <li>• Postings on GDA website</li> <li>• Six grant workshops per year</li> </ul>	<ul style="list-style-type: none"> <li>• Fund 199 Misc. Contracted Services, 250</li> <li>• Consultant Services, 5,600</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

<p><b>Activity 3:</b> Develop and submit proposals.</p>	<ul style="list-style-type: none"> <li>• Grant Director</li> </ul>	<ul style="list-style-type: none"> <li>• June 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Grant Proposal Summary (GPS) forms on file</li> <li>• Six grant workshops per year</li> </ul>	<ul style="list-style-type: none"> <li>• Fund 199 Consultant Services, 12,250</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p><b>Activity 4:</b> Monitor implementation of grant projects.</p>	<ul style="list-style-type: none"> <li>• Grant Director</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Grant Performance Tracker</li> <li>• Grant Expenditure Report Tracker</li> </ul>	<ul style="list-style-type: none"> <li>• Fund 199 Supplies and Materials Travel &amp; Subsistence, 2,200 Miscellaneous Operating Costs, 800 Travel Local Mileage, 207</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

## Grant Development & Administration Discretionary Grant Funding

(Sorted by Awarded Amount)

**2015-2016**

Grant/Fund Name	Funding Source	Amount	Use
Texas Literacy Initiative Continuation – Year 3	Texas Education Agency	\$3,475,284	Improve school readiness and success in the areas of language and literacy.
Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP) – Year 5 of 7	United States Department of Education	\$3,200,000	The GEAR UP Program is designed to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.
The High School Graduation Initiative – Year 5 of 5	United States Department of Education	\$2,815,299	Implement effective early intervention programs designed to identify and serve students who are at-risk of dropping out and encourage youth who have already dropped out to reenter and complete their secondary education.
Texas Literacy Initiative Continuation – Year 4	Texas Education Agency	\$3,842,699	Improve school readiness and success in the areas of language and literacy using the model of Literacy Lines to implement the Texas Literacy Plan. (Sam Houston and Lanier feeder patterns.)
Texas Title I Priority School (TTIPS) Grant – Crockett ES – Year 2 of 3	Texas Education Agency	\$1,901,346	School Reform using the Transformation Model.
Adult Education – GR, TANF, Family Literacy	Texas Workforce Commission (Region 20)	\$1,351,862	Adult education and assistance to needy families.
McKinney-Vento TEXSHEP Homeless Grant	Education Service Center Region 10	\$213,750	Assistance for Homeless Students
Adult Education – English Literacy & Civics Awareness	Texas Workforce Commission (Region 20)	\$85,106	Additional English Literacy and Civic Awareness

Full-Service Community School Grant	Department of Education	\$498,606	Convert Wheatley to a Community School during the 2014-15 school year, install new community service components in unused campus spaces.
School Climate Transformation Grant	Department of Education	\$523,178	Increase student success and safety via district-wide implementation of the Positive Behavior Intervention and Support (PBIS) framework.
2015-2016 Public Charter School Start-Up Grant: Connell MS	Texas Education Agency	\$800,000	Fund the start-up of Connell MS' campus charter. Funds were budgeted for technology, professional development, instructional supplies and materials, and project based learning.
2015-2016 Public Charter School Start-Up Grant: St. Philips ECHS	Texas Education Agency	\$608,340	Fund the start-up of St. Philips' campus charter. Funds were budgeted for technology, professional development, instructional supplies and materials, and project based learning.
2015-2016 Public Charter School Start-Up Grant: Davis MS	Texas Education Agency	\$800,000	Fund the start-up of Davis MS' campus charter. Funds were budgeted for technology, professional development, instructional supplies and materials, and project based learning.
2015-2016 Public Charter School Start-Up Grant: YMLA	Texas Education Agency	\$481,960	Fund the start-up of YMLA's campus charter. Funds were budgeted for technology, professional development, instructional supplies and materials, and project based learning.
Office of the Governor – Criminal Justice Division – Juvenile Justice Prevention Delinquency Prevention Grant: Irving MS	Office of the Governor	\$60,363.60	Funds were used to contract with Communities in School Site Coordinator to provide support services to at-risk youth in Irving MS.

## State Compensatory Education (SCE) At-Risk Program Action Plan 2015-2016

<b>GOAL: Improve Student Graduation Rate to 82%.</b>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>▪ Ensure that at-risk students are identified accurately according to the 13 At-Risk Criteria established by TEA.</li> <li>▪ Establish and monitor district SCE Program procedures to ensure at-risk students are provided supplemental services and interventions.</li> </ul>					
<b>Activity 1:</b> Develop SCE Program timeline and update/revise procedures for at-risk student identification	<ul style="list-style-type: none"> <li>• Executive Director, Student Support Services</li> <li>• SCE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• July 2015</li> </ul>	<ul style="list-style-type: none"> <li>• PEIMS Reports</li> <li>• Crystal Enterprise Reports</li> <li>• iTCCS Reports</li> <li>• Local Procedures &amp; Description Manual</li> <li>• SAISD/TEA FAQs</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries \$222,584 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• July 2015</li> </ul>
<b>Activity 2:</b> Provide at-risk data to campuses and District personnel	<ul style="list-style-type: none"> <li>• Executive Director, Student Support Services</li> <li>• SCE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2015</li> <li>• Oct 2015</li> </ul>	<ul style="list-style-type: none"> <li>• PEIMS iTCCS Reports</li> <li>• Crystal Enterprise Reports</li> <li>• Certify Notification Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries \$222,584 (Fund 164)</li> <li>• General Supplies \$3608 (as needed) (Fund 164)</li> <li>• Copier Maintenance and Repairs \$4096 (Fund 164)</li> <li>• Local Travel Mileage \$1731 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>
<b>Activity 3:</b> Provide updates on State rules/laws	<ul style="list-style-type: none"> <li>• Executive Director, Student Support Services</li> <li>• SCE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2015</li> <li>• Oct 2015</li> <li>• April 2016</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Statement(s)</li> <li>• ACET Conference(s)</li> <li>• Webinars</li> </ul>	<ul style="list-style-type: none"> <li>• Travel and Subsistence \$3610 (Fund 164)</li> <li>• Webinars \$0</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 4:</b> Create campus point of contact (POC) list and develop line of communication to disseminate at-risk information	<ul style="list-style-type: none"> <li>Executive Director, Student Support Services</li> <li>SCE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>July 2015</li> <li>Sept 2015</li> <li>Jan 2016</li> </ul>	<ul style="list-style-type: none"> <li>POC Form</li> <li>Informal and Formal Campus Visit Schedules</li> <li>Campus Visit Summaries</li> <li>District At-Risk Summary Reports</li> </ul>	<ul style="list-style-type: none"> <li>Salaries \$222,584 (Fund 164)</li> <li>General Supplies \$3608 (as needed) (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>June 2016</li> </ul>
<b>Activity 5:</b> Provide at-risk training for campus contacts	<ul style="list-style-type: none"> <li>Executive Director, Student Support Services</li> <li>SCE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2015</li> </ul>	<ul style="list-style-type: none"> <li>Eduphoria Attendee list</li> <li>Eduphoria Evaluation Summary</li> <li>Power Point Presentations</li> <li>Agendas</li> <li>Sign-In Sheets</li> </ul>	<ul style="list-style-type: none"> <li>Salaries \$222,584 (Fund 164)</li> <li>General Supplies \$3608 (as needed) (Fund 164)</li> <li>Local Travel Mileage \$1731 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2015</li> </ul>
<b>Activity 6:</b> Update the At-Risk Management System (ARMS) with Technology & Management Information Systems	<ul style="list-style-type: none"> <li>Executive Director; Student Support Services</li> <li>SCE Coordinator</li> <li>Chief Information Officer, Technology &amp; Management Information Systems</li> </ul>	<ul style="list-style-type: none"> <li>June - Sept 2015</li> </ul>	<ul style="list-style-type: none"> <li>Student Strategies for Success Planning Guide</li> <li>Parent Notification Letter</li> <li>ARMS program features</li> </ul>	<ul style="list-style-type: none"> <li>Salaries \$222,584 (Fund 164)</li> <li>Local Travel Mileage \$1731 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>Oct 2015</li> </ul>
<b>Activity 7:</b> Schedule at-risk campus visits to evaluate program implementation	<ul style="list-style-type: none"> <li>Executive Director, Student Support Services</li> <li>SCE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2015</li> <li>Jan 2016</li> </ul>	<ul style="list-style-type: none"> <li>Campus Visit Summaries</li> <li>List of new District Principals and At-Risk Point of Contacts</li> <li>Informal and Formal Campus Visit Schedules</li> </ul>	<ul style="list-style-type: none"> <li>Salaries \$222,584 (Fund 164)</li> <li>General Supplies \$3608 (as needed) (Fund 164)</li> <li>Local Travel Mileage \$1731 (Fund 164)</li> <li>Copier Maintenance and Repairs \$4096 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>June 2016</li> </ul>



Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 8:</b> Monitor student at-risk data	<ul style="list-style-type: none"> <li>• Executive Director, Student Support Services</li> <li>• SCE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Aug 2015</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Crystal Enterprise Reports</li> <li>• District At-Risk Summary Reports</li> <li>• ARMS Status Information</li> <li>• PEIMS iTCCS</li> <li>• Certify Notification Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries \$222,584 (Fund 164)</li> <li>• General Supplies \$3608 (as needed) (Fund 164)</li> <li>• Copier Maintenance and Repairs \$4096 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>
<b>Activity 9:</b> Provide At-Risk Management System (ARMS) training for campus contacts	<ul style="list-style-type: none"> <li>• Executive Director, Student Support Services</li> <li>• SCE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Eduphoria Attendee list</li> <li>• Eduphoria Evaluation Summary</li> <li>• Power Point Presentations</li> <li>• Agendas</li> <li>• Sign-In Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries \$222,584 (Fund 164)</li> <li>• General Supplies \$3608 (as needed) (Fund 164)</li> <li>• Local Travel Mileage \$1731 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• Oct 2015</li> </ul>
<b>Activity 10:</b> At-Risk Management System (ARMS) - Monitor new entries to provide immediate interventions/strategies for at-risk students	<ul style="list-style-type: none"> <li>• SCE Coordinator</li> <li>• Campus Point of Contact</li> <li>• Principals</li> <li>• Core Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Nov 2015</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• PEIMS iTCCS Reports</li> <li>• Crystal Enterprise Reports</li> <li>• At-Risk folders</li> <li>• ARMS Status Compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries \$222,584 (Fund 164)</li> <li>• Local Travel Mileage \$1731 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>
<b>Activity 11:</b> PEIMS & Data Services – Monitor at-risk job updates and verify at-risk eligibility	<ul style="list-style-type: none"> <li>• Executive Director, Student Support Services</li> <li>• SCE Coordinator</li> <li>• Director of PEIMS &amp; Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• July – Sept 2015</li> <li>• May 2016</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• PEIMS iTCCS Reports</li> <li>• Crystal Reports</li> <li>• PEIMS Job JMS0580</li> <li>• Certify Notification Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries \$222,584 (Fund 164)</li> <li>• Local Travel Mileage \$1731 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 12:</b> Facilitation of annual evaluation of at-risk data	<ul style="list-style-type: none"> <li>• Executive Director, Student Support Services</li> <li>• SCE Coordinator</li> <li>• Senior Director of Research &amp; Evaluation</li> <li>• Coordinator Instruction &amp; Community Based</li> <li>• Executive Director, Curriculum &amp; Instruction</li> <li>• Senior Director, Federal Programs</li> </ul>	<ul style="list-style-type: none"> <li>• June – July 2015</li> </ul>	<ul style="list-style-type: none"> <li>• State scores</li> <li>• AEIS reports</li> <li>• Campus Improvement Plan(s)</li> <li>• District Improvement Plan</li> <li>• SCE Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries \$222,584 (Fund 164)</li> <li>• Local Travel Mileage \$1731 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• July 2015</li> </ul>
<b>Activity 13:</b> Readiness Assessments to identify at-risk students in grades PK – 3rd	<ul style="list-style-type: none"> <li>• Executive Director, Student Support Services</li> <li>• SCE Coordinator</li> <li>• Senior Coordinator, Math Department</li> <li>• Senior Coordinator, Reading Department</li> <li>• Senior Director, Early Childhood</li> <li>• PK – 3rd Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• June - Oct 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist for Math and Reading (PK/Head Start)</li> <li>• Compass Math (K-3)</li> <li>• iStation for Reading (K-3)</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries \$222,584 (Fund 164)</li> <li>• Local Travel Mileage \$1731 (Fund 164)</li> <li>• General Supplies \$3608 (as needed) (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>
<b>Activity 14:</b> Campus semi-annual review of Student Strategies for Success Planning Guides	<ul style="list-style-type: none"> <li>• Executive Director, Student Support Services</li> <li>• SCE Coordinator</li> <li>• Principal</li> <li>• Core Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Oct – Nov 2015</li> <li>• Jan – Feb 2016</li> </ul>	<ul style="list-style-type: none"> <li>• ARMS Student Strategies for Success Planning Guide</li> <li>• Campus Visit Summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries \$222,584 (Fund 164)</li> <li>• Local Travel Mileage \$1731 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 15:</b> Provide materials and updates to campus at-risk point of contacts and District personnel	<ul style="list-style-type: none"> <li>• Executive Director, Student Support Services</li> <li>• SCE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• July 2015</li> <li>• Sept – Oct 2015</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• PEIMS iTCCS Reports</li> <li>• Crystal Enterprise Reports</li> <li>• At-risk Forms</li> <li>• Power Point Presentations</li> <li>• Agendas</li> <li>• Sign-In Sheets</li> <li>• Email Reminders</li> <li>• iCal Reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries \$222,584 (Fund 164)</li> <li>• General Supplies \$3608 (as needed) (Fund 164)</li> <li>• Copier Maintenance and Repairs \$4096 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>
<b>Activity 16:</b> Collaborate with Research and Evaluation Department staff to ensure information/data sharing	<ul style="list-style-type: none"> <li>• Executive Director, Student Support Services</li> <li>• Senior Director of Research &amp; Evaluation</li> <li>• SCE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• June 2015</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• PEIMS iTCCS Reports</li> <li>• Crystal Enterprise Reports</li> <li>• SCE Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries \$222,584 (Fund 164)</li> <li>• General Supplies \$3608 (as needed) (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• May 2016</li> </ul>
<b>Activity 17:</b> Collaboration with School Age Parenting Program (SAPP) and Family & Student Support Services (Homeless) for accurate identification	<ul style="list-style-type: none"> <li>• Executive Director, Student Support Services</li> <li>• SCE Coordinator</li> <li>• Sr.Coordinator of Family &amp; Student Support Services</li> <li>• Director of School Age Parenting Program (SAPP)</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2015</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• PEIMS iTCCS Reports</li> <li>• SCE Evaluation</li> <li>• Crystal Reports - Teen Parenting and Homeless Discrepancy reports</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries \$222,584 (Fund 164)</li> <li>• Local Travel Mileage \$1731 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>

## Magnet and In-District Charter Action Plan 2015-2016

**GOAL:** Provide students with rigorous programs that cater to their specific career and educational interests, resulting in increased student enrollment, engagement, retention and greater college and career readiness.

**STAAR and TAKS performance:** All magnet and in-district charter students will meet or exceed the passing standard on all state assessments.

**Advanced Academics:** Enrollment of magnet students in at least one Pre-AP or AP course will increase by 10% in 2015-2016.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>We will increase awareness and participation in magnet and in-district charter schools.</li> <li>We will provide leadership for program development and evaluation to ensure students receive authentic and comprehensive program experiences.</li> </ul>					
<p><b>Activity 1:</b> Provide middle school counselors with bus tours of high school magnet and in-district charter programs to create an in-depth understanding of program requirements, expectations, and objectives. Counselors will</p> <ul style="list-style-type: none"> <li>Visit classrooms</li> <li>Meet with students and faculty members</li> <li>Tour facilities</li> <li>Receive program overview from campus coordinators and principals</li> <li>Focus campuses: Fox Tech, Burbank, Travis, and St. Philip's ECHS</li> </ul>	<ul style="list-style-type: none"> <li>Director, Charter, Magnet, and Summer Schools</li> <li>Executive Director, Student Support Services</li> <li>Magnet Coordinators and Campus Principals</li> </ul>	<ul style="list-style-type: none"> <li>October 2015</li> </ul>	<ul style="list-style-type: none"> <li>Applications for 2016-2017</li> </ul>	<ul style="list-style-type: none"> <li>Guidance and Counseling Transportation \$1,000 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>October 2015</li> </ul>

<p><b>Activity 2:</b> Provide opportunities for students and parents to visit Fox Tech's Health and Law Professions magnet programs.</p> <p>Campuses Invited</p> <ul style="list-style-type: none"> <li>• Irving</li> <li>• Whittier</li> <li>• Harris</li> <li>• Rhodes</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Charter, Magnet, and Summer Schools</li> <li>• Executive Director, Student Support Services</li> <li>• Magnet Coordinators and Campus Principals</li> </ul>	<ul style="list-style-type: none"> <li>• October and November 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Applications for 2016-2017</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance and Counseling Transportation \$1,000 (Fund 164)</li> </ul>	<ul style="list-style-type: none"> <li>• November 2015</li> </ul>
<p><b>Activity 3:</b> Provide counselors with information about programs, application processes, and timelines to better inform students of magnet and in-district charter opportunities through</p> <ul style="list-style-type: none"> <li>• Counselor Meetings</li> <li>• Coordinator Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Charter, Magnet, and Summer Schools</li> <li>• Executive Director, Student Support Services</li> <li>• Magnet Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• September 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Applications for 2016-2017</li> <li>• Campus Record Submitted for each ES and MS Campus</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• December 2015</li> </ul>
<p><b>Activity 4:</b> Host a recruiting fair in which all SAISD magnet and in-district charter schools participate and recruit from the greater Bexar County area.</p>	<ul style="list-style-type: none"> <li>• Director, Charter, Magnet, and Summer Schools</li> <li>• Magnet Coordinators</li> <li>• In-District Charter Principals</li> </ul>	<ul style="list-style-type: none"> <li>• October 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Promotional Materials and Supplies \$8,000 (Fund 199)</li> </ul>	<ul style="list-style-type: none"> <li>• October 2015</li> </ul>

<p><b>Activity 5:</b> Host individual recruiting events at magnet and in-district charter campuses, allowing parents and students to tour facilities and learn about programs in greater detail.</p>	<ul style="list-style-type: none"> <li>• Magnet Coordinators and Principals</li> <li>• In-District Charter Principals</li> </ul>	<ul style="list-style-type: none"> <li>• October 2015 – November 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Applications for 2016-2017</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Funds (Fund 199)</li> </ul>	<ul style="list-style-type: none"> <li>• November 2015</li> </ul>
<p><b>Activity 6:</b> Seek and participate in opportunities designed to provide current students with learning opportunities related to their magnet studies as well as service learning while increasing awareness of magnet and in-district charter programs among the external SAISD community. (Example – World Language students volunteering or participating in the Texas Folklife Festival)</p>	<ul style="list-style-type: none"> <li>• Director, Charter, Magnet, and Summer Schools</li> <li>• Marketing Manager</li> <li>• Magnet Coordinators</li> <li>• In-District Charter Principals</li> <li>• SAISD Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Magnet Student Survey</li> <li>• Community Service Logs</li> <li>• Applications for 2016-2017</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>
<p><b>Activity 7:</b> Expand website to include</p> <ul style="list-style-type: none"> <li>• Student applications that can be completed and submitted online</li> </ul> <p>Migrate department website with SAISD website to maintain individual campus pages that include</p> <ul style="list-style-type: none"> <li>• Program news, announcements, accomplishments, and photos that are updated regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Charter, Magnet, and Summer Schools</li> <li>• Assistant Director, Communications</li> <li>• Senior Manager, Technology and Business Services</li> <li>• Magnet Coordinators</li> <li>• In-District Charter Principals</li> </ul>	<ul style="list-style-type: none"> <li>• December 2015</li> <li>• March 2016</li> <li>• June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of Website Traffic (Count of Hits per Page)</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>

<p><b>Activity 8:</b> Convert existing charter applications to performance contracts for monitoring and evaluation.</p>	<ul style="list-style-type: none"> <li>• Director, Charter, Magnet, and Summer Schools</li> <li>• Administrative Officer, Policies and Procedures</li> <li>• Charter Principals</li> </ul>	<ul style="list-style-type: none"> <li>• December 2015</li> <li>• March 2016</li> <li>• June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Charter Progress Reports</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>
<p><b>Activity 9:</b> Provide professional development opportunities for staff to share best practices for implementing a successful magnet or charter program.</p> <ul style="list-style-type: none"> <li>• Recruitment, Marketing, and Communication</li> <li>• Interdisciplinary planning</li> <li>• Scheduling and Organization</li> <li>• Evaluation of Applications</li> <li>• Data Collection, Analysis, and Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Charter, Magnet, and Summer Schools</li> <li>• Magnet Coordinators</li> <li>• Charter Principals</li> </ul>	<p><u>2015</u></p> <ul style="list-style-type: none"> <li>• September</li> <li>• October</li> <li>• December</li> </ul> <p><u>2016</u></p> <ul style="list-style-type: none"> <li>• January</li> <li>• February</li> <li>• March</li> <li>• April</li> <li>• May</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Program Enrollment</li> <li>• Campus Walk-Throughs</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>
<p><b>Activity 10:</b> Monitor magnet programs to ensure compliance with district guidelines and procedures, magnet standards, student expectations, and program outcomes.</p>	<ul style="list-style-type: none"> <li>• Director, Charter, Magnet, and Summer Schools</li> <li>• Magnet Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• October 2015</li> <li>• January 2016</li> <li>• March 2016</li> <li>• June 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Monitoring Data (collected by coordinators twice per year)</li> <li>• Campus Master Schedules</li> <li>• Campus Walk-Throughs</li> <li>• Campus Improvement Plans</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• June 2016</li> </ul>

## Adult Education Department Action Plan 2015-2016

<b>Goal: Meet at least 80% of the Federal Adult Education and Literacy Performance Measures.</b>					
<b>Objective:</b> To indirectly improve student graduation rates by providing educational opportunities to district parents, families and community members that assist them in becoming positive role models in the community and advocates for children's education.					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>▪ Offer parents and community member's educational opportunities through the SAISD Adult &amp; Community Education Department in the areas of English as a Second Language, General Education Development (GED®) Preparation, and Adult Basic Education Skills so students can positively impact their ability to function effectively in their family lives, in the community and in the workplace to be productive citizens.</li> <li>▪ Utilize student informational database system (TEAMS) to monitor program performance using statistics for student retention, educational gains and student outcomes.</li> <li>▪ Utilize both formal and informal assessment with adult education students to ensure program is providing quality educational services that are meeting the needs of the district's parents, families and community members.</li> <li>▪ Promote and model team building and instructional strategies to strengthen our program so we can continue to meet the community needs.</li> </ul>					
<b>Activity 1</b> Develop partnerships with District schools and community organizations to provide numerous adult education learning opportunities offered throughout the district.	Adult Education Administrative Staff	<u>Quarterly:</u> 10/15/15, 1/15/16, 4/15/16 and 7/15/16 to continuously monitor progress.	Monitor number of collaborating organizations and in-kind services.	Fund 220 \$ 1,183,893 Fund 221 \$ 102,674 Fund 223 \$ 126,468 Fund 381 \$ 241,016	6/30/16



Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 2</b> Advertise in English and Spanish available Adult Ed. learning opportunities in schools, community-based organizations, city partners, church bulletins, class sites, internet and libraries.</p>	Adult Education Administrative Staff	<p><u>Quarterly:</u> 9/30/15, 12/31/16, 3/31/16 and 6/31/16 to continuously monitor progress.</p>	Track student referrals.	<p>Fund 220 \$ 1,183,893 Fund 221 \$ 102,674 Fund 223 \$ 126,468 Fund 381 \$ 241,016</p>	6/30/16
<p><b>Activity 3</b> Utilize staff appraisal system that includes using cognitive coaching techniques to increase classroom instruction effectiveness and to assist in meeting the needs of the adult education student's needs.</p>	Adult Education Administrative Staff	<p><u>Quarterly:</u> 9/30/15, 12/31/16, 3/31/16 and 6/31/16 to continuously monitor progress.</p>	Complete informal and formal classroom observations.	<p>Fund 220 \$ 1,183,893 Fund 221 \$ 102,674 Fund 223 \$ 126,468 Fund 381 \$ 241,016</p>	6/30/16
<p><b>Activity 4</b> Utilize updated state adult education content standards along with sample instructional materials, tools and informal assessments to help increase instructional staff efforts.</p>	Adult Education Administrative Staff	<p><u>Quarterly:</u> 9/30/15, 12/31/16, 3/31/16 and 6/31/16 to continuously monitor progress.</p>	Include in staff appraisal system the use of adult education content standards.	<p>Fund 220 \$ 1,183,893 Fund 221 \$ 102,674 Fund 223 \$ 126,468 Fund 381 \$ 241,016</p>	6/30/16

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 5</b> Provide monthly performance measures reports to all supervisors and instructional staff specific for their individual classes so they can use information to determine success, reflect on past practices, and formulate future actions. One of the criteria for class continuation is based upon performance measures.	Adult Education Administrative Staff	Monthly Monitoring.	Monitor monthly TWC Management System.	Fund 220 \$ 1,183,893 Fund 221 \$ 102,674 Fund 223 \$ 126,468 Fund 381 \$ 241,016	6/30/16
<b>Activity 6</b> Utilize formal TWC mandated assessments to determine instructional effectiveness.	Adult Education Administrative Staff	Monthly monitoring.	Monitor compliance with TWC mandated assessment guidelines.	Fund 220 \$ 1,183,893 Fund 221 \$ 102,674 Fund 223 \$ 126,468 Fund 381 \$ 241,016	6/30/16
<b>Activity 7</b> Utilize informal assessments to provide continuous feedback to students and teachers to develop educational goals and objectives.	Adult Education Administrative Staff	Monthly monitoring.	Include use of informal assessment in staff appraisal system.	Fund 220 \$ 1,183,893 Fund 221 \$ 102,674 Fund 223 \$ 126,468 Fund 381 \$ 241,016	6/30/16
<b>Activity 8</b> Provide opportunities to develop instructional strategies and team building activities through regular monthly supervisor meetings and quarterly teacher meetings.	Adult Education Administrative Staff	<u>Quarterly:</u> 9/30/15, 12/31/16, 3/31/16 and 6/31/16 to continuously monitor progress.	Monitor attendance, participation, performance measures and collaborative efforts among staff.	Fund 220 \$ 1,183,893 Fund 221 \$ 102,674 Fund 223 \$ 126,468 Fund 381 \$ 241,016	6/30/16
<b>Activity 9</b> Develop and implement SAISD Adult Education multiple media methods (i.e. flyers, participated in parent information sessions, community and parent conferences, radio, and participation in community organization meetings to promote program classes, services and activities.	Adult Education Administrative Staff	Monthly monitoring.	Sign-in sheets and an increase in student enrollment.	Fund 220 \$ 1,183,893 Fund 221 \$ 102,674 Fund 223 \$ 126,468 Fund 381 \$ 241,016	6/30/16

## After School Programs Action Plan 2015-2016

Strategy/Activity	Person(s) Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Provide opportunities for students to participate in after school activities that support the academic day.</li> <li>• Increase student academic performance through enrichment activities in the areas of Math, Science and Reading.</li> <li>• To assist parents and the community by providing a safe and supportive environment for students in need of after school care.</li> </ul>					
Activity 1: Continuous review of Challenge Program and the YMCA of Greater San Antonio for School Age Community Program, to ensure alignment of goals, procedures and requirements.	Executive Director, Education Initiatives, Program Coordinator, Program Monitors	08-06-15 08-12-15 9-25-15 10-14-15 11-11-15 11-20-15 12-16-15 01-13-16 01-22-16 02-10-16 04-15-16 05-15-16 06-11-16	Contract Monitoring Reports (CMR), Performance Review (City of San Antonio), site visits, Provider meetings, One on One Provider meetings, COSA meeting, site visits, weekly attendance and enrollment reports	Salaries – After School Challenge Personnel SAISD \$79,749 (fund 478), Provider Services \$1,245,902 (fund 478), (fund477)\$133,174 (fund 199), \$200,000 (fund 211) \$100,000.00 (fund 211-YMCA School Age Community)	09/30/2016
Activity 2: Attend conferences to provide campuses updates, guidelines, regulations and Best Practices for working with students in an After School programs.	Program Coordinator, Executive Director, Education Initiatives	10-01-15 thru 09-30-16	Professional Development Statement	Professional Development \$3,582.09 (fund 478)	09/30/2016
Activity 3: Provide Educational, Health and Wellness and Technology materials and supplies for students.	Executive Director, Education Initiatives Program Coordinator	10-01-15 thru 09-30-16	PEIMS Reports, Contract Monitoring Reports, Performance Review , student attendance, enrollment numbers	Math Science LTS \$10,000 (fund 478) General supplies \$1,000 (fund478)Technology \$1,519(fund199) Supplies \$3,500 (fund199)	09/30/2016
Activity 3: Monthly meetings with the City of San Antonio, Provider meetings, One on One Provider meetings.	Executive Director, Education Initiatives Program Coordinator	10-01-15 thru 09-30-16	Agendas, minutes, weekly ADA and enrollment reports, Contract Monitoring reports	Operating cost -Printing \$600 (fund 478) Misc. operating cost \$570 (fund 478)	09/30/2016

Activity 4: Scheduled and unscheduled site visits at After School Challenge campuses	Executive Director, Education Initiatives Program Coordinator, Program Monitors	10-01-15 thru 09-30-16	Campus visits reports, mileage logs	Travel local \$1,863 (fund 478)	09/30/2016
Activity 5: Weekly campus attendance reports, ADA.	Program Coordinator	10-01-15 thru 09-30-16	PEMIS Report and Contract Monitoring Reports	N/A	09/30/2016
Activity 6: Daily site visits to various campuses. Monthly meeting with COSA and Providers. Monthly Contract Monitoring Reports and Quarterly Performance Review.	Program Coordinator, Program Monitors	10-01-15 thru 09-30-16	PEMIS Reports, Contract Monitoring Reports, Balance Scorecard, Performance Reviews, C-18 campus reports and Provider evaluations	N/A	09/30/2016
Activity 7: Department meetings, Provider and City of San Antonio meeting. Telephonic communication, site visits and Provider evaluations.	Executive Director Education Initiatives, Program Coordinator, Program Monitors	08-06-15 08-12-15 09-25-15 10-14-15 11-11-15 11-20-15 12-16-15 01-13-16 01-22-16 03-10-16 04-14-16 05-12-16 06-11-16	Agendas, sign in sheets, site visit reports, C-18 and yearly Provider Evaluation	N/A	09/30/2016

## General Education Development (GED) Program Action Plan 2015-2016

GOAL: The Testing Center will increase GED computer testing					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategies: <ul style="list-style-type: none"> <li>• Provide a testing environment for students who have not completed high school earn a High School Equivalency Diploma</li> <li>• Provide a testing environment for students requesting GED testing</li> <li>• Implement new computers to have more availability and efficiency for testers</li> <li>• Develop collaboration with Adult Education programs in the community to provide information for GED students</li> </ul>					
<b>Activity 1</b> GED testing will be offered for out of school students & community members so that they may enter the workforce, continue their education, and support the education of their children by earning a High School Equivalency Certificate.	Assistant Superintendent, GED Examiner, Part-time Examiner	Aug 2015 Nov 2015 June 2016	Pearson VUE Statistical and data	Salaries –\$34,733 (Fund164) Part-Time Para \$9060 (Fund 199) General Supplies \$1,830 (FUND: 199) \$12,512 (FUND 199) Technology Equipment	06-2016
<b>Activity 2</b> Staff will continue to coordinate efforts to contact testers in learning centers and encourage testing	Assistant Superintendent, GED Examiner, Part-time Examiner	Aug 2015 Oct 2015 Dec 2015 Feb 2016 Apr 2016	TEA and Test Center Reports Mail outs Number of students returning to test Monitor Learning Centers	Miscellaneous Cost/Fees \$1,359 (FUND: 199) General Supplies \$1,830 (FUND: 199)	6-2016
<b>Activity 3</b> Continue updating computer-based GED testing	Assistant Superintendent, GED Examiner, Part-time Examiner	June 2016	Number of completers Number of testers	\$34,633 Salaries (FUND 164) \$12,512 (FUND 199) Technology Equipment	6- 2016
<b>Activity 4</b> GED staff will coordinate GED completion ceremony	Assistant Superintendent, GED Examiner, Part-time Examiner	June 2016	All completers are invited to Ceremony	General Supplies \$1,830 (FUND: 199)  Part-Time Para \$9060 (Fund 199)	6-2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 5</b> GED staff will monitor the number of students that pass the GED tests.	Assistant Superintendent, GED Examiner, Part-time Examiner	Aug 2015 Nov 2015 Mar 2016 April 2016	Pearson VUE Statistical and data	Salaries – \$34,633 (FUND: 164)	6-2016
<b>Activity 6</b> GED will work with the SAISD Adult Education to offer free pre-testing, classes and counseling to students.	Assistant Superintendent, GED Examiner, Part-time Examiner	Sep 2015 Oct 2015 Mar 2016 April 2016	Pearson VUE Statistical and data	Salaries – \$34,633 (FUND 164) Supplies \$1,830 (FUND 199)	6-2016

## Discipline Management Action Plan 2015-2016

**Goal: Provide a Safe Learning Environment for Students and Teachers by reducing the number of discipline incidents across the district at elementary and middle schools and participating high schools by 20%.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Provide training to schools on Positive Behavior Invention and Supports (PBIS).</li> <li>▪ Provide district-wide data collection and analysis for effectiveness of implementation and track trends in student behavior.</li> </ul>					
Activity 1: Assist Campus Leadership Teams (CLT) in developing a campus wide discipline management plan.	Assistant Superintendents,  Special Education Sr. Executive Director Coordinator Behavior Specialists	Annually August 2015 – June 2016	PEIMS Reports, Discipline referrals, Plan Implementation Campus Reviews Classroom Observations	N/A	June, 2016
Activity 2: Promote strategies that address student management and instructional delivery of PBIS.	Special Education Sr. Executive Director Coordinator Behavior Specialists	Annually August 2015 – June 2016	Attendance reports, Discipline referrals, Plan Implementation Campus Reviews Campus Ranking	Fund 224 Training, \$64,190	June, 2016
Activity 3: Implement and monitor campus based classroom management expectations for staff and students. (CHAMPs)	Special Education Sr. Executive Director Coordinator Behavior Specialists	Annually August 2015 – June 2016	Provide Best Practices Training Opportunities Campus Walk-Throughs PBIS dashboard	Fund 224 \$20,000	June, 2016
Activity 4: Implement a District Alternative Educational Program (DAEP).	Executive Director District Initiatives	Annually August 2015 – June 2016	Attendance reports, Discipline referrals, Recidivism rate, Exit rate, Student grades	Fund 199 \$51,270 Fund 164 \$2,112,234	June, 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Activity 5: Implement counseling and intervention follow-up with at-risk students (MARS Students)	Assistant Superintendents Director - Counseling	Each Semester August 2015 – June 2016	Review campus discipline referrals and PEIMS data on campus disciplinary actions	N/A	June, 2016
Activity 6: Establish other campus interventions for discretionary discipline issues and OCI classrooms	Assistant Superintendents  Executive Director District Initiatives	Each Semester August 2015 – June 2016	Review campus discipline referrals and PEIMS data on campus disciplinary actions, OCI status at Middle and High Schools	N/A	June, 2016
Activity 7: Utilize the Response to Intervention process to identify multi-tier levels of support to address specific student behavioral concerns	Assistant Superintendents  Coordinator for Psychological Services, Special Education Behavior Specialists,  Director Special Project for Rtl, Senior Coordinator504, Dyslexia	Annually August2015– June 2016	Review District and campus discipline referrals and PEIMS data for accuracy, trends and implementation of interventions. Rtl referrals for behavior	N/A	June, 2016



# Guidance and Counseling Action Plan 2015-2016

## Personal/Social Development

**GOALS: To ensure 100% of students participate in a comprehensive, developmental guidance and counseling program**  
**To ensure 100% of students participate in individual, small group, and/or classroom guidance**  
**To ensure 100% of students and campuses participate in Character Education activities**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategies: <ul style="list-style-type: none"> <li>• To monitor implementation of activities/programs geared towards personal/social needs of students.</li> <li>• To provide training necessary to implement programs geared toward leadership skills and promotes positive academic achievement.</li> <li>• To provide needed training and resources to all counselors and social workers in order to equip counselors and social workers with necessary skills to better meet students' needs.</li> </ul>					
Activity 1: Provide materials and resources to implement Character Education activities district-wide (6 pillars of Character Education)	Student Support Executive Director Counselor Specialist Principals Asst. Superintendents	August 2015 Monthly	Monthly Action Plans signed by Principals  Campus visits	Fund 164 - \$5,000 Fund 211 - \$500.00 Fund 199 - \$100.00	June 2016
Activity 2: Provide resources to support daily office/campus operations. Provide resources for instructional supplies, reading materials, instructional materials and resources to implement Developmental Assets Skills	Student Support Executive Director Counselor Specialist Campus counselors School Principals	September 2015	Monthly Action Plans  Campus visits Monthly Calendar	Fund 164 - \$10,000 Fund 199 - \$100.00	June 2016

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 3: Provide training, materials, resources on required laws, policies, and administrative procedures that must be adhered to regarding child abuse, suicide, bullying, student to student sexual harassment, teen dating violence, sextexting, FERPA guidelines, and other critical issues.	Student Support Executive Director  Counselor Specialist	August 2015 Monthly	Agendas Evaluations Sign in sheets	Fund 164 -\$200.00	June 2015
Activity 4: Provide Peer Assistance and Leadership (PAL) training through PALS Consultant to PAL students and sponsors regarding implementation of curriculum to include the PALS curriculum Manual required for training	Student Support Executive Director Counselor Specialist	October 2015	Evaluations Sign in sheets	Fund 211 - \$4,500	June 2016
Activity 5: Collaborate with PAL sponsors to implement Character Education activities that engage school wide participation to include refreshments	Student Support Executive Director  Counselor Specialist Campus Administration	October 2015 Monthly	Agendas Evaluations Sign in sheets Calendar of Events	Fund 211 - \$400.00	June 2016
Activity 6: Provide transportation to campuses for student and sponsor for PALS training	Guidance Specialist	November 2015	Evaluations Agendas	Fund 211 - \$2,000.00	June 2016
Activity 7: Provide counselors and campuses with Update resources on counseling related services	Student Support Executive Director  Counselor Specialist	August 2015 Monthly	Curriculum Guide Insert	Fund 164 -\$500.00	June 2016

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 8: Revise and update district-wide crisis plan and campus plans as needed	Student Support Executive Director Counselor Specialist HS Lead Counselors District SW	September 2015 monthly	Agendas Evaluations Sign in sheets Crisis Box	Fund 164 -\$1,000.00	June 2016
Activity 9: Train counselors and SW as trainer of trainers for crisis teams	Student Support Executive Director Counselor Specialist District SW	December 2015	Agendas Evaluations Sign in sheets Principal Feedback	Fund 164 - \$500.00	June 2016
Activity 10: Provide guidance and support to campuses during a crisis	Student Support Executive Director Counselor Specialist District Social Workers	August 2015	Principal, Counselor, and Staff Feedback  Operations Review (Debriefings)	N/A	On - going
Activity 11: Evidence of crisis action plan developed and evidence of required trainings with campus staff	Student Support Executive Director Counselor Specialist	December 2015 April 2016	Crisis Action Plan revisions Campus Response Teams feedback Sign in sheets Agendas Campus Visits	N/A	June 2016
Activity 12: Individual reports of incidents outlining procedures followed and action taken	Student Support Executive Director Counselor Specialist Campus Level Counselor	September 2015	Individual reports	N/A	June 2016

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 13: Provide materials and supplies for schools/PALS sponsors to implement Character Education activities throughout grade levels	Student Support Exec Dir Campus Counselors	On – going	Monthly Action Plan Monthly Lessons and Events	Fund 164 - \$1,000.00 Fund 211 - \$1,000.00	June 2016
Activity 14: Monitor implementation and evidence of a campus wide character education program	Student Support Executive Director Counselor Specialist Principals	September 2015	Monthly Action Plans Campus visits Principal Feedback	N/A	June 2016
Activity 15: Provide training through district police dept. on district crisis plans and protocols to follow during a crisis	Student Support Executive Director Counselor Specialist	November 2015	Agenda Sign in	N/A	June 2016
Activity 16: Use a debriefing process to evaluate effectiveness and preparedness of campus teams to handle crisis incidents	Student Support Executive Director Counselor Specialist	Ongoing	Campus Response Teams Feedback Agendas Evaluations Review crisis scenarios Sign in sheets Campus Visits	N/A	June- 2016
Activity 17: Analyze effectiveness and preparedness of counselors to handle bullying, suicide attempts, teen dating violence, student to student sexual harassment, and child abuse incidents through reports submitted	Student Support Executive Director Counselor Specialist	October 2015	Reports Campus Visits	N/A	June 2016

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 18: Collaborate with counselors and social workers to coordinate the implementation of the guidance and counseling program and social worker programs at individual campuses	Student Support Executive Director Counselor Specialist	August 2015	Agendas Evaluations Sign in Sheets Campus Visits	N/A	June 2016
Activity 19: Review materials and resources with counselors and social workers annually to identify additional items needed	Student Support Executive Director Counselor Specialist Asst. Superintendents	August 2015	Agendas Evaluations Sign in Sheets Campus Visits	Fund 164 - \$1000.00 Fund 199 -\$100.00	June 2016
Activity 20: Ensure counselors maintain age appropriate activities for all students in their crisis box	Student Support Executive Director Counselor Specialist Campus Level Counselor	Ongoing	Agendas Evaluations Sign in Sheets Crisis Boxes	Fund 164 - \$2000.00 Fund 199 - \$100.00	June 2016
Activity 21: Hire part-time or provide extra duty pay for counselors/personnel to assist with the planning and implementation of guidance and counseling program materials to include guidance lesson notebook and Crisis Management materials	Student Support Executive Director Counselor Specialist	January Thru July	Time Sheets Finished Product Supplemental Pay	Fund 199 - \$5,000.00 Fund 164 - \$5000.00 Fund 211 - \$500.00	July 2016
Activity 22 Provide professional development to counselors and social workers regarding successful implementation of the counseling program to include Region 20 Coop, Texas Counselor Association Conference, Child Safe, OLLU, NISD and other conference that address current trends and best practices	Student Support Executive Director Counselor Specialist Campus Level Counselors Social Workers	September thru December 2015 January thru June 2016	Conference Program Agendas Campus Visits	Fund 164 - \$15,000 Fund 199 - \$300.00 Fund 211 - \$800.00	July 2016

## Guidance and Counseling Action Plan 2015-2016

### Career/ College Development

**GOALS:** To ensure 100% of students and parents receive training on college applications, scholarships, and financial aid process

To increase the number of college going graduating students by 7% at each high school

To increase the number of students taking college entrance exams

To ensure all 5<sup>th</sup> and 8<sup>th</sup> grade students are well-prepared to transition into Middle School and High School by visiting campuses and attending parent/student night

To ensure 100% of high school students complete an Personal Graduation Plan

To increase graduation rate by 7% for each graduating cohort

To ensure 100% of target population receives information on graduation requirements and HB5

To ensure 100% of 8<sup>th</sup> – 12<sup>th</sup> grade students identify a career pathway(s) and select an Endorsement as mandated by HB5

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategies: <ul style="list-style-type: none"> <li>• To increase program awareness among counselors on available CATE, Magnet, Special Campuses programs throughout the district.</li> <li>• To provide training to all counselors in the transition process at all levels and the available career pathways as it relates to HB 5.</li> <li>• To increase the number of students prepared to enter college, military and the work force.</li> <li>• To increase college and career awareness for students, parents, and teachers by creating a college going culture at all levels.</li> </ul>					
Activity 1: Provide training, materials, and resources regarding district-wide college readiness teams	Student Support Executive Director Counselor Specialist Lead Counselors Advance Academic Services	September 2015	Agendas Evaluations Sign in Sheets	Fund 164 - \$2,500.00	June 2016
Activity 2: Provide counselors with materials and resources regarding post-secondary education, financial aid, and scholarship opportunities	Student Support Executive Director Counselor Specialist High School Counselors	Ongoing	Agendas Evaluations Sign in Sheets	Fund 164 - \$1,500.00	June 2016

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 3: Ensure that counselors complete Personal Graduation Plans that include Achieve Texas Career Pathways	Student Support Executive Director Counselor Specialist Lead Counselors Principal	September 2015	Monthly Action Plans 4 Year Plans Evaluations from Professional Learning Meetings	Fund 164 \$2,500.00 Career & Technology Funds	June 2016
Activity 4: Provide college readiness modules including Generation Texas Week activities for all grade levels	Counselor Specialist Lead Counselors	October 2015	Monthly Action Plans Agendas Evaluations Sign in Sheets	Fund 164 - \$2,000.00	June 2016
Activity 5: Monitor implementation regarding college readiness activities	Student Support Executive Director Counselor Specialist Lead Counselors Principal	Ongoing	Monthly Action Plans Campus visits	N/A	June 2016
Activity 6: Maintain documentation of college readiness activities	Student Support Executive Director  Counselor Specialist	August 2015 Monthly	Monthly Action Plans Campus visits College Readiness Action Plan	N/A	June 2016
Activity 7: Monitor effectiveness of college and career fairs and college readiness activities	Student Support Executive Director Counselor Specialist	Ongoing	Monthly Action Plans Evaluations Campus visits College Readiness Action Plan	N/A	June 2016
Activity 8: Collaboration and planning among counselors regarding updating and enhancing career and college curriculum; Focus on career development at middle & high school	Student Support Executive Director Counselor Specialist Campus Counselors Administration	On-going	Agendas Evaluations Sign in sheets	Fund 164 - \$2,500.00 Fund 199 - \$100.00	June 2016

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 9: Collaborate and coordinate activities with high school lead counselors to provide training to their peers	Student Support Executive Director Counselor Specialist Lead Counselors	September 2015 - Monthly	Agendas Evaluations Sign in sheets	Fund 164 -\$500.00	June 2016
Activity 10: Collaborate and coordinate district and campus college fairs with school counselors; Print materials, posters, flyers, etc.	Student Support Executive Director Counselor Specialist Lead Counselors	September 2015 - November 2016	Agendas Evaluations Sign in sheets	Fund 164 - \$1,500.00 Fund 199 - \$100.00	June 2016
Activity 11: Provide transportation to students at middle and high school to attend district college/career fairs throughout our district, local colleges & universities, and community partnerships such as Core 4 Stem Expo	Student Support Executive Director Counselor Specialist Lead Counselors MS Counselors	Fall 2015 Spring 2016	Programs Sign In Sheet	Fund 164 - \$6000.00	June 2016
Activity 12: Ensure counselors provide information and registration opportunities, including test prep sessions and fee waivers for college readiness exams	Student Support Executive Director Counselor Specialist	August 2015 – June 2016	College Entrance Exam Test Results by campus	N/A	June 2016
Activity 13: Ensure counselors provide students with information regarding magnet schools, school tours, transition night, Magnet Fair, and high school expectations to 8 <sup>th</sup> grade; and middle school expectations to 6 <sup>th</sup> grade. Collaboration with GEAR UP College Readiness Coaches	Student Support Executive Director Counselor Specialist	September 2015 – June 2016	Agendas Sign In Sheets Choice Slips	Fund 164 \$500.00 GEAR UP Funds	June 2016



Activity 14: Provide counselors the opportunity to visit high school campuses in order to stay abreast on the different programs available at each campus.	Student Support Executive Director Counselor Specialist	Fall 2015	Agendas Sign in Sheets	Funds 164 - \$500.00	January 2016
Activity 15: Provide transportation for counselors to visit high schools and Magnet programs	Student Support Exe Dir Counselor Specialist Magnet Coordinator Campus principal	Fall 2015	Agendas Sign in Sheets	Funds 164 - \$600.00	January 2016
Activity 16: Provide security at college/career fairs sponsored by Guidance and Counseling department	Student Support Executive Director Counselor Specialist	Fall 2015	Program Sign in Sheets	Funds 199 - \$200.00	January 2016
Activity 17: Provide students the opportunity to visit and work with Café College advisors regarding college paperwork and financial aid opportunities.	Student Support Executive Director Counselor Specialist Campus Counselors	On-going	Agenda Sign In Sheet	Funds 164 - \$500.00 GEAR UP Funds	June 2016
Activity 18: Monitor implementation of the 5 Goals/ Measures for Success to ensure all students graduate and are prepared for post-secondary education, military, and/or workforce.	Student Support Executive Director Counselor Specialist	August 2015 – June 2016	5 Goals for Success Counselor Rubric	N/A	June 2016
Activity 19: Provide resources for printing materials such as College Fair posters and Flyers; Graduation Credit Check(s); Crisis management activities for classroom setting; Ethics training materials; 4 year plans; Bullying training/presentations; mental health presentation materials, etc.	Student Support Executive Director Counselor Specialist Campus Counselors	On-going	Agendas Sign – sheets Student Records	Fund 164 - \$4,500.00	June 2016

<p>Activity 20: Hire part-time help or pay counselors extra duty pay to create and assist with College &amp; Career Readiness materials, lessons, and disseminating materials</p>	<p>Student Support Executive Director Counselor Specialist</p>	<p>January Thru July 2015</p>	<p>Finished Product Time Sheets Supplemental Pay</p>	<p>Fund 199 - \$3,000.00 Fund 164 - \$3,000.00 Fund 211 - \$1,000.00</p>	<p>July 2016</p>
<p>Activity 21: Provide resources to the campus to transport students to Cafe College, colleges/universities, and SAISD campus visits</p>	<p>Student Support Executive Director Counselor Specialist Administration Campus Counselors</p>	<p>September Thru June</p>	<p>Student Lists Agendas</p>	<p>Fund 164 - \$4000.00</p>	

# Guidance and Counseling Action Plan 2015-2016

## Academic Development

**GOAL:** To ensure 100% of students participate in a comprehensive, developmental guidance and counseling program  
 To ensure 100% of students participate in individual, small group, and/or classroom guidance  
 To ensure 100% of campuses schedule parent awareness/information sessions

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategies: <ul style="list-style-type: none"> <li>• To provide all counselors with resources and activities to support student’s academic needs.</li> <li>• To provide all counselors with professional learning opportunities regarding the Comprehensive, Development Guidance and Counseling Program.</li> <li>• To provide counselors and social workers with the resources to support academic progress/achievement of “At- Risk Students”</li> </ul>					
Activity 1: Provide training on the comprehensive developmental guidance and counseling program	Student Support Executive Director Counselor Specialist District Counselors	August 2015 Thru June 2016	Curriculum Guides Agendas Evaluations Sign in sheets	Fund 199 - \$200.00 Fund 164 - \$100.00	June 2016
Activity 2: Provide professional development to counselors and social workers regarding successful implementation of the counseling program to include Region 20 Coop, Texas Counselor Association Conference, and other conference that address current trends and best practices. The counselor(s) will participate in on/off campus professional development to provide a variety of behavior interventions for students	Student Support Executive Director Counselor Specialist	August 2015 Monthly  On going	Agendas Evaluations Sign in sheets	Fund 199 - \$1,800.00 Fund 164 - \$15,000.00 Funds 211 - \$1,000.00	June 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Activity 3: Provide training and support to new counselors; Region 20, OLLU, Local	Student Support Executive Director Counselor Specialist	Every other month	Agendas Evaluations Sign in sheets	Fund 199 - \$150.00 Fund 164 - \$500.00	June 2016
Activity 4: Monitor implementation of the four components of the comprehensive developmental guidance and counseling program	Student Support Executive Director Counselor Specialist Campus Principals	August 2015 Monthly	Campus visits Monthly Action Plans Classroom presentations	N/A	June 2016
Activity 5: Monitor the counseling activities with Most At-Risk Students (MARS) addressing rigorous instruction in reading and writing to include LEP & Spec. Ed students	Student Support Executive Director Counselor Specialist	August 2015 Monthly	Campus visits Monthly Action Plans	N/A	June 2016
Activity 6: Analyze: - Principal/Counselor Agreement - Counselors' Roles and Responsibilities - Counselors' monthly action plans - Four components of guidance and counseling program - Credit course checks - Guidance Lessons	Student Support Executive Director  Counselor Specialist	September 2015 On-going	Monthly reports Campus visits Principal feedback Credit Check Reports	N/A	June 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Activity 7: Create database to track and monitor monthly counselor action plans which ensure implementation of program	Student Support Executive Director Counselor Specialist	September 2015 Monthly	Monthly Action Plans Counselor Logs	N/A	June 2016
Activity 8: Monitor and increase the number of students taking PSAT, SAT, ACT, TSI, dual credit courses, applying to colleges and applying for scholarships.	Student Support Executive Director Counselor Specialist Lead Counselors	June 2015	Monthly reports Scholarship report	N/A	June 2016
Activity 9: Facilitate opportunities for collaboration among school counselors through monthly meetings	Student Support Executive Director Counselor Specialist	September 2015 Monthly	Agendas Evaluations Sign in sheets	N/A	June 2016
Activity 10: Coordinate counseling activities with high school lead counselors to provide training to their peers	Student Support Executive Director Counselor Specialist	September 2015- June 2016	Agendas Evaluations Sign in sheets	Fund 199 - \$100.00 Fund 164 - \$100.00	June 2016

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 11: Implement and coordinate EOC and STAAR academic interventions along with social interventions to address attendance and academic progress of the “most at risk students” and supporting district wide initiative to address reading and writing skills	Campus Level Counselors Student Support Executive Director Counselor Specialist	On-going	Campus Action Plan Agendas	N/A	June 2015
Activity 12: Provide resources for counselors and social workers to assist with coordinating and implementing Summer School activities to address EOC interventions and academic progress	Campus Level Counselors Student Support Executive Director Counselor Specialist	June & July 2016	District Summer School Plan	Fund 199 - \$1,000.00 Fund 164 - \$5,000.00	July 2016
Activity 13: Provide training on STAAR/EOC monitoring of passing standards to better guide students and parents.	Research & Evaluation Student Support Executive Director Counselor Specialist	On going	Handouts Agenda Sign – In Sheets	Fund 164 - \$300.00	On-going
Activity 14: Provide training and support in addressing the academic and social needs of students in Required Improvement campuses.	Student Support Executive Director Guidance Specialist Campus Counselor(s)	On –going	Sign in Sheets Agenda	Fund 164 - \$1,000.00	June 2015
Activity 15: Provide counselor support to campuses during Summer school or with closing out the school year events	Student Support Executive Director Counselor Specialist	June 2016	Time Sheets Supplemental Pay	Fund 164 - \$1,000.00 Fund 211 - \$1,000.00	June 2016

<p>Activity 16: Provide information to parents on STAAR/EOC addressing academic needs; provide parent guides on interpreting student results on state assessments, career planning, college entrance exams, etc.</p>	<p>Student Support Executive Director Guidance Specialist Principal Campus Counselor</p>	<p>October 2015 Thru June 2016</p>	<p>Distribution sign out by campus</p>	<p>Fund 164 - \$2000.00 Fund 211 - \$500.00</p>	<p>June 2015</p>
<p>Activity 17: Provide resources for printing of STAAR/EOC Guidelines and Interpretation Flyer for parents</p>	<p>Student Support Executive Director Guidance Specialist Principal Campus Counselor</p>	<p>May 2016</p>	<p>Distribution or mailed with report card</p>	<p>Fund 164 - \$2,000.00</p>	<p>June 2015</p>
<p>Activity 18: Provide extra duty pay for counselor to work during the Summer addressing schedules and properly placing all student that did not pass their STAAR EOC</p>	<p>Campus Counselor Campus Master Scheduler</p>	<p>June &amp; July 2016</p>	<p>Completion of Schedules</p>	<p>Fund 199 - \$1,000.00 Fund 164 - \$5,000.00</p>	<p>July 31, 2015</p>

## Dropout Prevention and Reduction Action Plan: Attendance 2015-2016

<b>Goal: Improve Student Graduation Rate Through Attendance Programs from 84% to 88%</b>					
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Strategies:</b> <ul style="list-style-type: none"> <li>▪ To process court cases within ten days of court referral</li> <li>▪ To organize district wide parent forums as well as pre-court mediations</li> <li>▪ To create an electronic filing system for tracking and monitoring attendance (SAMS)</li> <li>▪ To offer AIM program to chronically truant students and parents</li> <li>▪ To provide parents and students with strategies for better attendance and academic success in school</li> <li>▪ To coordinate with campus leaver teachers and attendance committees to return students to an educational setting once withdrawn</li> </ul>					
<b>Activity 1:</b> Train campus staff on Leaver procedures and policies which support and enhance the district's mission to graduate all students.	Assistant Superintendent Non-Traditional Campuses	August, 2015 – June, 2016	PEIMS, I-Data Portal and crystal reports, monthly reports	164 State Compensatory Funding \$1,300,000.	9 - 2015
<b>Activity 2:</b> Complete exit interviews on each student leaving an SAISD campus to ensure students receive counseling on education resources and options.	Campus Administration	Daily August, 2015 – June, 2016	Campus withdrawals, exit interviews, PEIMS data entry	N/A	8/24/ 2015 – 6/2/2016
<b>Activity 3:</b> To continue dropout recovery throughout school start window and throughout year to ensure all students are directed back to school prior to the beginning of the school year.	Director Attendance & Accountability and Student Engagement Facilitators	Weekly August, 2015 - September, 30, 2016 Monthly Oct., 2015– June, 2016	Monthly attendance and leaver reports and enrollment records	164 State Compensatory Funding \$1,300,000	6 - 2015



<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Activity 4:</b> Provide students and parents with intervention strategies to improve attendance (a high at-risk indicator of dropouts)	Director Attendance & Accountability Student Engagement Facilitators	Monthly August, 2015 – June, 2016	Student Engagement Facilitator logs along with data from PEIMS, I-Data Portal, crystal reports, and monthly reports	164 State Compensatory Funding \$1,300,000.	8/24/ 2015 – 6/2/2016
<b>Activity 5:</b> Provide students and parents notification of unexcused absences through electronic medium and coordinate with Municipal Court to support student attendance	Director Attendance & Accountability Student Engagement Facilitators	Monthly September, 2015 – June, 2016	Attendance reports, reports from SAMS, PEIMS, I-Data Portal and crystal reports on daily student attendance	164 State Compensatory Funding \$1,300,000	8/25/ 2015 – 6/4/2016
<b>Activity 6:</b> Provide opportunities for students and parents to promote daily school attendance through electronic monitoring system and adult mentoring program (AIM)	Assistant Superintend ent Non- Traditional Campuses	Every 9 Weeks August, 2015 through June, 2016	Attendance reports, AIM reports, PEIMS, I-Data Portal and Crystal reports on daily student attendance	HSGI Grant 275 \$402,000 State Compensatory 164, \$396,000 Local 199, \$19,000	8/25/ 2015 – 6/6/2016

## Dropout Prevention and Reduction Action Plan 2015-2016

<b>Goal: Improve Student Graduation Rate Through Dropout Prevention Plan from 84% to 88%</b>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>▪ To establish Dropout/Leaver Teams at all high school campuses.</li> <li>▪ To focus on recovery for student leavers and no-shows August – September</li> <li>▪ To offer Dropout Recovery Centers at four sites</li> <li>▪ To provide multiple opportunities for Continuers to receive interventions for exit level mastery</li> </ul>					
<b>Activity 1</b> Implement a district screening system at all high schools to identify students at risk of dropping out and recover leavers prior to start of school year and throughout the school year. (Campus Dropout/Leaver Teams)	Assistant Superintendent Non-Traditional Campuses, Director of Attendance and Accountability	Every week August 24, - September 25, 2015  Bi-Monthly September, 2015 – June, 2016	Students returning to school students grades, attendance, behaviors, performance on district and state exams and number of students graduating with cohort	164 State Compensatory Funds \$1, 300,000	June, 2016
<b>Activity 2</b> Implement transition programs for rising 8 <sup>th</sup> graders to 9 <sup>th</sup> grade using suspended curriculum design.	Assistant Superintendent Non-Traditional Campuses	August, 2015	Students grades in core courses, attendance, behaviors, performance on district and state exams and number of students completing 8 <sup>th</sup> grade	854 Gear - Up Funds \$100,000	June, 2016
<b>Activity 3</b> Review and analyze data on campus leavers at all high schools. Initiate follow-up contact with student and family to support their return to an educational setting.	Assistant Superintendent Non-Traditional Campuses, Assistant Superintendent - High Schools	Monthly August, 2015- June, 2016	Enrollment and attendance data on students who have withdrawn from school and the number of students graduating with cohort	164 State Compensatory Funds \$1,300,000	June, 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 4:</b> Implement a Dropout recovery campus and dropout satellites for students to return and complete their high school diploma	Assistant Superintendent Non-Traditional Campuses	Every Nine Weeks – October 23, 2015 January 14, 2016 March 24, 2016 June 2, 2016	Students grades, attendance, behaviors, performance on district and state exams and number of students graduating with cohort	199 State Incentive Funds \$1,400,000 State Compensatory Funding \$51,000	July, 2016
<b>Activity 5:</b> Continuous follow- up and interventions with MSP students identified as at risk of dropping out and students withdrawing	Assistant Superintendent Non-Traditional Campuses	Monthly September, 2015 – June, 2016	Students grades, attendance, behaviors, performance on district and state exams and number of students graduating with cohort	164 State Compensatory Funds \$1,300,000	June, 2016
<b>Activity 6:</b> Evaluate quarterly at-risk student data to determine trends in student attendance, grades, dropouts and students on track to graduate in 4 years.	Assistant Superintendent Non-Traditional Campuses	Every Nine Weeks – October 23, 2015 January 14, 2016 March 24, 2016 June 2, 2016	Students grades in core courses, attendance, behaviors, performance on district and state exams and number of students graduating with cohort	N/A	June, 2016
<b>Activity 7:</b> Provide CATE and AVID opportunities to all 9 <sup>th</sup> grade students.	Assistant Superintendent Non-Traditional Campuses	Every Nine Weeks – Oct. 23, 2015 January 14, 2016 March 24, 2016 June 2, 2016	Student grades in core courses, attendance, behaviors, performance on district and state exams and number of students in cohort on time for graduation.	854 Gear - Up Funding \$100,000	June, 2016
<b>Activity 8:</b> Increase participation in credit recovery and TAKS/STAAR intervention programs for identified students.	Executive Director Guidance & Counseling Assistant Superintendent - High Schools, Assistant Superintendent - Middle Schools	Every Nine Weeks – October 23, 2015 January 14, 2016 March 24, 2016 June 2, 2016	Students grades, attendance, behaviors, performance on district and state exams and number of students graduating with cohort	164 State Compensatory Funding \$300,000	June, 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 9:</b> Review data on Cooper Academy for Dropout Recovery.	Assistant Superintendent Non-Traditional Campuses	Every Nine Weeks – October 23, 2015 January 14, 2016 March 24, 2016 June 2, 2016	Students grades, attendance, behaviors, performance on district and state exams and number of students graduating with cohort	N/A	June, 2016
<b>Activity 10:</b> Review data on Estrada Academy the District's Alternative Education Placement campus.	Assistant Superintendent Non-Traditional Campuses	Monthly September, 2015 - June, 2016	Students grades, attendance, behaviors, performance on district and state exams and referrals of students by incident code and campus of origin.	164 State Compensatory Funding \$1, 100,000 199 Local Funding \$25,000	September, 2015- June, 2016
<b>Activity 11:</b> Review bi-weekly Campus Leaver Team data on students who have left the campus	Leaver Team Committee, Director of Attendance & Accountability, Assistant Superintendent Non-Traditional Campuses	Monthly September, 2015 - June, 2016	Student leavers and their current educational status, and students by cohort who are on track for on time graduation	N/A	September, 2015 - June, 2016
<b>Activity 12:</b> Communicate and contribute to developing procedures, non-traditional options, implementations and timelines to district wide stakeholders.	Assistant Superintendent Non-Traditional Campuses	Every Nine Weeks – October 23, 2015 January 14, 2016 March 24, 2016 June 2, 2016	Students grades in core courses, attendance, behaviors, performance on district and state exams and number of students meeting on time cohort graduation	N/A	August, 2015- June, 2016
<b>Activity 13:</b> Coordinate and provide materials and updates to support non-traditional campus programs.	Assistant Superintendent Non-Traditional Campuses	Every Nine Weeks – October 23, 2015 January 14, 2016 March 24, 2016 June 2, 2016	Students grades in core courses, attendance, behaviors, performance on district and state exams and number of students meeting on time cohort graduation	N/A	August, 2015 - June, 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 14:</b> Collaborate with campuses and departments across the district to analyze district data	Executive Director Research & Evaluation	Every Nine Weeks – October 23, 2015 January 14, 2016 March 24, 2016 June 2, 2016	Students grades in core courses, attendance, behaviors, performance on district and state exams and number of students meeting on time cohort graduation	N/A	August, 2015 - June, 2016

## Family & Student Support Services

**GOAL: To ensure that all students who are at risk are provided the opportunity to enroll, attend and succeed in school.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategy <ul style="list-style-type: none"> <li>• Ensure that all eligible (homeless and in foster care) are afforded their basic rights based on federal and state laws, i.e. enrolled immediately, school choice, transportation - if eligible, removal of barriers, etc.</li> <li>• Ensure provision of program services to all SAISD students district wide.</li> <li>• Provide training and awareness to school district personnel and representatives of the community.</li> <li>• Coordinate professional learning opportunities for SAISD social workers in support of required licensures.</li> <li>• Network and participate with community collaboratives in support of the SAISD student.</li> <li>• Coordinate with local universities to enhance services to the SAISD student through the placement of social worker interns</li> <li>• Ensure and evaluate program data</li> </ul>					
Activity 1. School Supplies and uniforms will be provided to eligible students.	Sr. Coordinator; and program staff	206 Sept. 2015 to Aug. 2016 211 Oct. 2015 to Sept. 2016	Crystal Reports Annual Report to state office	206 - 211 - \$20,518	206-Aug 2016 211-Sept 2016
Activity 2. Transportation services to the school origin will be provided to eligible students through school bus or VIA Metropolitan Transit.	Program Staff and Special Needs Transportation Dept. Staff	199 July 2015 to June 2016 206 Sept. 2015 to Aug. 2016	Excel spreadsheet recordings	199 206 - 211 - \$10,000	199-June 2016 206-Aug 2016 211-Sept 2016
Activity 3. Professional Learning opportunities will be coordinated for the SAISD social worker staff.	Sr. Coordinator;	164 July 2015 to June 2016 199 July 2015 to June 2016 206 Sept. 2015 to Aug. 2016 211 Oct 2015 to Sept 2016	Trip Authorization Forms Worksheets Sign in sheets PLC Agenda	164 - \$500 199 - 206 - 211 - \$4,000.	164-July 2016 199-June 2016 206-Aug 2016 211-Sept 2016
Activity 4. Required Continuing Education Units will be coordinated in district for all social workers as per Licensure requirement.	Sr. Coordinator;	199 July 2015 to June 2016	Sign in sheets Training agenda Training handouts	199 -	199-June 2016

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 5. Training and awareness workshops will be coordinated for district staffs and community representatives related to homelessness, foster care and other social work issues.	Sr. Coordinator; and program staff	199 July 2015 to June 2016 206 Sept. 2015 to Aug. 2016	Sign in sheets Training handouts Training agenda	199 206	199-June 2016 206-Aug 2016
Activity 6. Establish working relationships with local universities supporting social work intern placements.	Sr. Coordinator;	199 July 2015 to June 2016	MOUs Student placements	199 –	199-June 2016
Activity 7. The program will maintain membership to South Alamo Regional Alliance to the Homeless (SARAH) and Texas Homeless Network.	Sr. Coordinator;	206 Sept. 2015 to Aug. 2016	PO processed for membership	206 –	206-Aug 2016
Activity 8. Mileage reimbursements will be provided to program staff and social work interns.	Sr. Coordinator;	164 July 2015 to June 2016 199 July 2015 to June 2016 206 Sept. 2015 to Aug. 2016 211 Oct 2015 to Sept 2016	POs processed for reimbursements	164 - \$2,530 199 - 206 - 211 - \$16,500	164 June 2016 199-June 2016 206-Aug 2016 211-Sept 2016
Activity 9. Transportation will be provided to parents in homeless situations to assure attendance of students.	Program Staff	206 Sept. 2015 to Aug. 2016	VIA Transportation logs	199 206 -	206-Aug 2016

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 10. Office supplies and other expenditures will be purchased to keep program office operational.	Sr. Coordinator, and Dep't Clerk.	164 July 2015 to June 2016 199 July 2015 to June 2016 206 Sept. 2015 to Aug. 2016 211 Oct 2015 to Sept 2016	POs processed by the department	164 - \$2,580 199 - 206 - 211 - \$12,000	164 June 2016 199-June 2016 206-Aug 2016 211-Sept 2016
Activity 11. Contractual assistance will be hired supporting program services/equipment.	Sr. Coordinator,	199 July 2015 to June 2016	AB 17 processed for payment of contractual work.	199 -	199-June 2016
Activity 12. Office furnishings and other technology equipment will be purchased based on the need of program staff.	Sr. Coordinator, Family & Student Support	164 July 2015 to June 2016 199 July 2015 to June 2016 206 Sept. 2015 to Aug. 2016 211 Oct 2015 to Sept 2016	PO processed for payment of temporary workers.	179 164 - \$500 199 - 206 - 211 - \$500	179 June 2016 164 June 2016 199-June 2016 206-Aug 2016 211-Sept 2016
Activity 13. Program printing will be generated to the print shop to include program forms and other departmental needs.	Sr. Coordinator, Family & Student Support	164 July 2015 to June 2016 199 July 2015 to June 2016 206 Sept. 2015 to Aug. 2016	Work orders generated	164 - 199 - 206 -	164 June 2016 199-June 2016 206-Aug 2016
Activity 14. Electronic data for iPads will support the readiness of program staff to assist parents and students	Sr. Coordinator, Family & Student Support	164 July 2015 to June 2016 199 July 2015 to June 2016	PO processed for payment of temporary workers.	164 - \$390 211 - \$2,800	164 June 2016 199-June 2016 206-Aug 2016 211-Sept 2016



Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p>Activity 15. A part time social worker will support services to children in homeless and foster situations. Such services will include but not limited to:</p> <ul style="list-style-type: none"> <li>• Identification of students residing in homeless situations through campus visitations and outreach activities</li> <li>• Provide case management work to individuals and families using community resources</li> <li>• Support campus personnel through consultation regarding students and parents</li> <li>• With parental permission, conduct social service screenings and intake assessments on students referred for services. Referrals may come from students, parents, teachers or other staff or administrators</li> </ul>	Part time social worker	211 Oct 2015 to Sept 2016	Payroll submissions of supplemental pay	211 - \$20,316	Sept 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p>Activity 16. A full time social worker will work in support of children in the foster care system. Such support will include but not limited to:</p> <ul style="list-style-type: none"> <li>• Provide case management work to students in the foster care system and their foster parents using community and in-district resources.</li> <li>• Ensure the immediate enrollment of the students</li> <li>• Work with the various residential facilities housing foster children temporarily.</li> <li>• Support campus personnel through consultation regarding students and parents</li> <li>• With parental permission, conduct social service screenings and intake assessments on students referred for services. Referrals may come from students, parents, teachers or other staff or administrators</li> </ul>	<p>Sr. Coordinator, Family &amp; Student Support</p>	<p>164 July 2015 to June 2016</p>	<ul style="list-style-type: none"> <li>• Number of students served</li> <li>• Types of services provided</li> <li>• Mileage reports indicating campus and residential facility meetings.</li> <li>• Number of home visits</li> </ul>	<p>164 - \$63,586</p>	<p>164 June 2016</p>

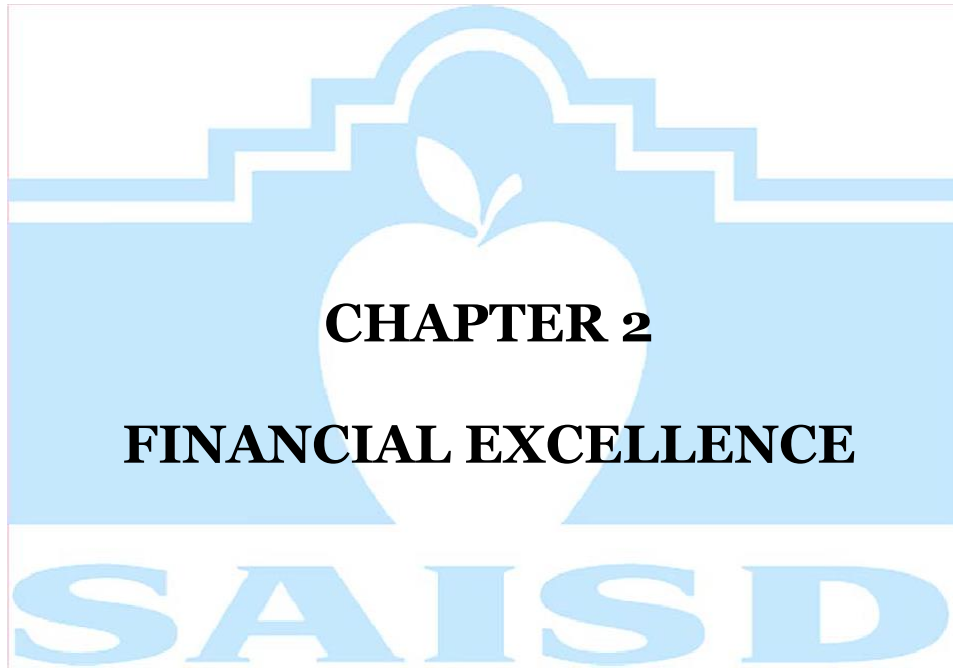


Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategy 2: Hyper Monitor					
<p>Activity 1 Campus site visits by social workers to work with participants on attendance, STAAR/EOC, class schedules, daycare, parenting classes, transportation, counseling, etc.</p> <p>Activity 2 Ensure students on Homebound status are scheduled for STAAR/EOC at the SAPP Homebound site, to include Special Education students</p> <p>Activity 3 Enter homebound attendance weekly</p> <p>Activity 4 Review and ensure students are in compliance with CCS</p> <p>Activity 5 Ensure campus list of designated staff to work with SAPP is submitted in August 2015</p>	<p>Director of School Age Parenting Program, Social Workers and Dept. Data Clerk, SAPP teacher, campus principals, special education department</p>	<p>Weekly and Every nine weeks, annual</p>	<p>Monthly and annual iTCCS/Crystal Enterprise attendance data, social workers weekly reports to the, Director of School Age Parenting Program Weekly and every nine weeks, attendance records from SAPP homebound, records from CCS, ARDS from Special Ed</p>	<p>none</p>	<p>June 2016</p>
Strategy 3: Data Analysis					
<p>Activity 1 Weekly team meetings</p> <p>Activity 2 SAPP homebound attendance reports</p> <p>Activity 3 CCS reports</p> <p>Activity 4 iTCCS and Crystal reports monthly</p>	<p>Director of School Age Parenting Program, social workers, Project MAS staff, Special Education representative</p>	<p>Monthly and Every nine weeks, annual</p>	<p>Monthly and annual iTCCS/Crystal Enterprise attendance data, social workers weekly reports to the Director, of School Age Parenting Program, attendance records from SAPP Homebound, TEA final report, CCSD reports</p>	<p>none</p>	<p>June 2016</p>

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategy 4: Frequent Assessments					
Activity 1 Crystal Enterprise, CCS, ITCSS, SAPP Homebound reports	Director of School Age Parenting Program, social workers	Monthly and Every nine weeks	TEA final report	none	June 2016
Strategy 5: Teamwork					
Activity 1 Beginning of the year meetings with different SAISD departments, Principal's meetings with follow up  Activity 2 Weekly team meetings  Activity 3 Monthly meetings with SAPP teachers	Director of School Age Parenting Program, social workers, Special Ed homebound teacher, dept. data clerk, SAPP Homebound teachers	Every Friday, Monthly meetings	Minutes from meetings	none	Weekly/ June 2016

**2015 - 2016**

**District Improvement Plan**



# Financial Excellence 2015-2016

SAISD has a history of sound and prudent financial management of the District's resources. The District has fared well with the results of the 83<sup>rd</sup> Texas legislature, which included the restoration of most of the state funding cut for the 2013-15 biennium. In addition, the continuing economic recovery has helped with property tax increases and an improved tax collection rate. The 84<sup>th</sup> Texas legislative session also yielded some positive changes for the District, including passage of HB4, which provides grant funding in support of "high-quality" pre-kindergarten programs. Additionally, the Basic Allotment which provides the funding level per student was increased in this session. These factors allowed the District to absorb the \$10 million annual impact of cuts to Federal Funding resulting from sequestration and census adjustments, and continue to address top Board priorities of improving District compensation and funding strategic academic initiatives.

SAISD is on firm ground financially with a \$69.0 million General Fund balance, sufficient to cover more than two months of our average operating expenditures. The fund balance was as low as 1.5 months (\$45M) as recently as 2006. District administration, with the Board of Trustees, continues to focus on building fund balance through operational and financial initiatives. Additionally, the District has \$27 million in a Special Revenue fund for future identified needs such as compensation, deferred facility maintenance, technology, school bus purchases, and other Board approved initiatives.

The District continues to identify teacher compensation as a priority in its effort to attract and retain the most highly qualified teachers in Bexar County. Financial Services has been charged with identifying additional sources of revenues and cost efficiencies in order to move the District toward realizing this stated goal of the Board of Trustees and the District. Due to the partial restoration of state funding, staffing efficiencies, and strategic restructuring of funding, the District was able to give a significant pay raise for three consecutive years, 2013-14, 2014-15, and 2015-16. This effort has elevated our ranking in starting teacher pay from #15 in Bexar County to #6 with a \$50,000 entry teacher salary. Teacher pay at the middle years of tenure was the focus of the compensation for this 2015-2016 school year, along with a 4.0% increase for Classified and Paraprofessional employees.

The District has \$105 million in remaining unissued authorization from the successful 2010 Bond election which yielded a \$515 million authorization for much needed District improvements. For 2015-16, the District's total tax rate remains more than seven pennies below the tax rate that was projected and shown to the voters during the bond election. The District's ongoing debt management program to efficiently finance the \$515 million authorization includes:

- Utilization of some internal cash reserves in order to delay the sale of bonds; this was approved by Board resolution in 2013 in order to mitigate the negative carry cost of bond proceeds.
- Implementation of a \$100 million Tax Exempt Commercial Paper (TECP) program which allows the District to time the sale of notes to fund construction expenditures on a "pay as you go basis" while also benefiting from the historically lower interest rates associated with short-term borrowing.
- Sale of \$100 million Variable Rate Demand Obligation (VRDO) bonds with 3 and 4-year interest rate terms. This shorter-term bond is taking advantage of the historically low short term interest rates.

The Financial Services department is committed to supporting the mission of the District through ensuring alignment of the budget and financial policies with the educational goals, programs and services we provide for our students. The following are highlights of the Financial Services, Health Services and Child Nutrition teams in support of these goals:

- Improved teacher pay rank from #15 in Bexar County to #6
- Issuance of variable rate bonded debt to reduce interest expense and manage tax rate
- Debt Service Tax Rate remains more than 7 cents below projections at start of Bond 2010.
- Debt Service Fund Balance is greater than one year of expenditures.
- Student Health Services this school year (2015-16) is able to provide a full-time nurse for every campus in the District.
- Student Health Services implemented the HealthOffice Anywhere software program to allow for real time monitoring of student health issues.
- Medicaid reimbursement revenues have grown to more than \$9 million per year.
- Child Nutrition implemented Community Eligibility Provision which provides breakfast and lunch to all students free of charge.
- Child Nutrition is financially self-sufficient with a healthy fund balance
- Child Nutrition Point of Sale software improved operating efficiency and accuracy

Of the seven SAISD Board Goals & Priorities, the four below are those that Financial Services, Student Health Services and Child Nutrition have focused upon to build its Needs Assessment priorities:

1. SAISD will ensure fiscal health.
2. SAISD will facilitate a successful Bond initiative and its implementation.
3. SAISD will have strong District-wide leadership and will recruit and retain quality staff.
4. SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community

The items below are identified needs that will be addressed to meet or advance the Board goals:

**Financial Excellence Needs Assessment:**

**Strategy 1 - SAISD will ensure fiscal health.**

- 1A. Improve workflow process efficiency
- 1B. Implementation of a time and attendance system
- 1C. Work to ensure efficiency in staffing allocations across all areas
- 1D. Technology system integration between Financial Services and Human Resources
- 1E. Analyze financial feasibility of elective course offerings with low enrollment
- 1F. Monitor funding expectations at State and Federal level and coordinate between funding sources
- 1G. Improve internal education of school finance and budget
- 1H. Strategic competition analysis/marketing plan to address charter schools and other enrollment pressures



11. Maintain a self-supporting Child Nutrition operation

**Strategy 2 - SAISD will facilitate a successful Bond initiative and its implementation.**

2A. Maintain successful debt management and prepare for bond Issuance

**Strategy 3 - SAISD will have strong District-wide leadership and will recruit and retain quality staff.**

3A. Increase teacher compensation to achieve higher ranking within Bexar County.

3B. Improve investment on staff development professional improvement plans

**Strategy 4 - SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.**

4A. Promote health and safety and enhance academic achievement.

## Financial Excellence Action Plan

<b>Goal: SAISD will ensure fiscal health.</b>					
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Strategy A: Improve workflow process efficiency</b>					
Activity 1: Engage internal or external consultant in providing solution for improved workflow and integration of financial processes.	CFO & Sr. Executive Director	January 2016	RFQ for consultants prepared and will be taken to Board by Summer 2015.	Fund 199 – General Fund	December 2016
Activity 2: Have all staff maintain running list of system and process shortcomings and specific suggestion for improvement	Sr. Executive Director	Ongoing	A list of items that would need to be addressed in a potential migration to a new ERP system, document management system, or improvements to existing system.	Existing resources	Ongoing
<b>Strategy B: Implementation of a time and attendance system</b>					
Activity 1: Plan and execute implementation of time & attendance system	Sr. Executive Director	December 2015	Continue project implementation plans, with rollout of campuses during the 2016-17 school year and summer and fall of 2017.	Fund 199 – General Fund.	December 2017
<b>Strategy C: Work to insure efficiency in staffing allocations across all areas</b>					
Activity 1: Evaluate staffing in all areas and ensure that budgeted units are within District guidelines.	CFO & Sr. Executive Director	February 2016	Periodic checks throughout 2015-16 budget cycle.	Existing resources	Ongoing
Activity 2: Evaluate methodology for staffing in Special Education department and ensure that budget is appropriate for student needs, without unnecessary increase to MOE.	Sr. Executive Director	February 2016	Periodic meetings with Special Education department throughout 2015-16 budget cycle.	Existing resources	Ongoing

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategy D: Technology system integration between Financial Services and Human Resources</b>					
Activity 1: Work with Technology Business Services to analyze the feasibility of improving system integration between Finance and HR	Sr. Executive Director	March 2016	Form committee to lead project forward and develop list.	Existing resources	December 2019
<b>Strategy E: Analyze financial feasibility of elective course offerings with low enrollment</b>					
Activity 1: Work toward clarification of District's objective and enrollment parameters for elective course offerings	Sr. Executive Director	Ongoing	Determine who will participate in this discussion and formulation of recommendations to senior staff.	Existing resources	April 2016
Activity 2: Insure that District master schedule is in keeping with parameters developed above.	Sr. Executive Director	Ongoing	Maintain ongoing discussions and data analysis to insure that agreed upon parameters are met.	Existing resources	August 2016
<b>Strategy F: Monitor funding expectations at State and Federal level and coordinate between funding sources</b>					
Activity 1: Monitor information from TEA, consultants, and news sources regarding Federal sequestration and other school funding considerations for 2015-16 and beyond.	CFO/Associate Superintendent/ Federal Programs Director	May 2016	Provide frequent updates to senior staff as it relates to sequestration, coordination of funding, staffing, programs, and other areas of concern throughout Federal budget cycle.	Existing resources	May 2016
Activity 2: Monitor Legislative activity regarding State funding for 2015-17 biennium	CFO / Sr. Executive Director / Budget Director	February, March, April 2016	Provide frequent updates to senior staff as it relates to Texas legislative session and specifically budget bills and other areas of concern throughout budget cycle.	Existing resources	May 2016
Activity 3: Monitor State and Federal legislative activity regarding the implementation of school-based Medicaid reimbursement programs for 2015-16 and beyond.	Sr. Director of Healthcare Admin./Medicaid Programs	Ongoing	Provide updates to senior staff as it relates to State and Federal legislative activity.	Existing resources	May 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategy G: Improve internal education of school finance and budget</b>					
Activity 1: Create budget documents for community information sharing and Board presentations, and contribute to District newsletter as requested.	CFO/Associate Superintendent	Ongoing	Easy to understand documents to be used at employee meetings, community & District publications, and Board presentations	Fund 199 – General Fund	Ongoing
<b>Strategy H: Strategic competition analysis/marketing plan to address charter schools and other enrollment pressures</b>					
Activity 1: Continue to analyze potential financial impact of charter school growth, “Pre-k 4 SA” initiative, and Head Start contract.	Sr. Executive Director	January 2016	Determine who will participate in this discussion and formulation of analysis for presentation to senior staff.	Existing resources	Ongoing
<b>Strategy I: Maintain a self-supporting Food Service operation</b>					
Activity 1: Continue to monitor Food Service revenues and expenses to ensure that the department is financially self-sufficient.	Sr. Executive Director, School Nutrition	Monthly	Monitor revenues and expenses for labor and food expenses monthly by reviewing MPLH and analyzing warehouse shipping and direct delivery expenses.	Fund 240 – School Nutrition	Ongoing
Activity 2: Continue to train Food Service employees on financial stability, nutrition, and health concerns.	Sr. Executive Director, School Nutrition	Ongoing	Monitor managers understanding by reviewing questions about reimbursement, meals, and HACCP.	Fund 240 – School Nutrition	Ongoing
Activity 3: Implement Time & Attendance software for all Child Nutrition Department	Sr. Executive Director, School Nutrition	Ongoing	Implement, install and train on Novatime software.	Fund 240 – School Nutrition	December 2015
Activity 4: Monitor the impact of the Community Eligibility Program on the Child Nutrition Department.	Sr. Executive Director, School Nutrition	Ongoing	Review daily ADPs and revenues for increased participation.	Fund 240 – School Nutrition	Ongoing
Activity 5: Implement Breakfast in the Classroom (BIC) at all Campuses	Sr. Executive Director, School Nutrition	Ongoing	Focus on schools who are not serving 100% breakfast and work with the principal to increase or add the BIC program.	Fund 240 – School Nutrition	Ongoing

<b>Goal: SAISD will facilitate a successful Bond initiative and its implementation.</b>					
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Strategy A: Maintain successful debt management and prepare for bond Issuance</b>					
Activity 1: Work with Co-Financial Advisors, Bond Counsel, District Facilities Department and External Project Managers to determine timing of funding requirements for the Bond 2010 proposition projects.	CFO, Sr. Executive Director & Treasurer	Ongoing	Implementation of a debt management program which includes utilizing alternative financing structures to provide a “pay-as-you-go” option.	Existing resources	December 2015
Activity 2: Work with Co-Financial Advisors, Bond Counsel, District Facilities Department and External Project Managers to insure compliance with existing covenants related to the District’s outstanding bonds.	CFO, Sr. Executive Director & Treasurer	Ongoing	Tax exempt bonds retain tax exempt status and taxable bonds continue to qualify for interest subsidy by US Treasury.	Existing resources	2017
Activity 3: Work with Co-Financial Advisors and Bond Counsel to issue debt to fund bond projects	CFO, Sr. Executive Director & Treasurer	Ongoing	Sale of debt obligations at interest rates that reflect the strong credit quality of SAISD. Sale of debt instruments that produce a diverse debt portfolio.	Existing resources	Ongoing
Activity 4: Work to maximize investment returns on funds with an emphasis on safety	CFO, Sr. Executive Director & Treasurer	Ongoing	Comparison of portfolio return results with 3-month Treasury bill benchmark.	Existing resources	Ongoing

<b>Goal: SAISD will have strong District-wide leadership and will recruit and retain quality staff.</b>					
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Strategy A: Increase teacher compensation to achieve higher ranking within Bexar county.</b>					
Activity 1: Identify additional sources of revenues, cost efficiencies, and prioritize use of funding in order to move the District toward realizing this stated goal of the Board of Trustees.	CFO/Associate Superintendent	Ongoing	Provide updates to Board Finance Committee regarding identified cost efficiencies and possible revenue enhancements.	All Funds	Ongoing
<b>Strategy B: Improve investment on staff development professional improvement plans</b>					
Activity 1: Increase professional development opportunities for Financial Services staff to attend relevant training in school finance, technology, or other areas.	CFO/Associate Superintendent	Ongoing	Supervisors to insure that all staff are afforded opportunity to receive training in areas that will improve capacity within Financial Services.	Fund 199 - General Fund and possibly special revenue funds if applicable	Ongoing

**Goal: SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.**

**Objective: Improve student attendance and performance by reducing the negative impact on academic achievement of health problems and health disparities experienced by students.**

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Strategy A: Promote health and safety and enhance academic achievement</b>					
Activity 1: Provide professional development activities to increase knowledge relevant to student health/safety and academic achievement.	Director of Student Health Services  Nurse Coordinators	Ongoing	Agendas  Copies of presentations  Sign in sheets	Existing resources	June 2016
Activity 2: Coordinate dental services to students through the San Antonio Metropolitan Health District Miles of Smiles Program and the UTHSCSA Dental School Clinics.	Director of Student Health Services  Student Health Services Registered Dental Hygienist and LVN	Ongoing	Monthly/Annual Reports of Miles of Smiles and UTHSCSA Dental School Activities	Existing resources	June 2016
Activity 4: Maintain student immunization compliance at 100%.	Director of Student Health Services  Nurse Coordinators  Campus Nurses	Ongoing	Monthly iTCCS reports  HealthOffice Reports	Existing resources	June 2016
Activity 5: Provide and/or facilitate early identification, referral, evaluation and treatment of health conditions affecting school performance.	Director of Student Health Services  Nurse Coordinators  Campus Nurses	Ongoing	Monthly/Annual Reports of Clinic Activity  Monthly/Annual Reports of Nurse Practitioner Activity	Existing resources	June 2016

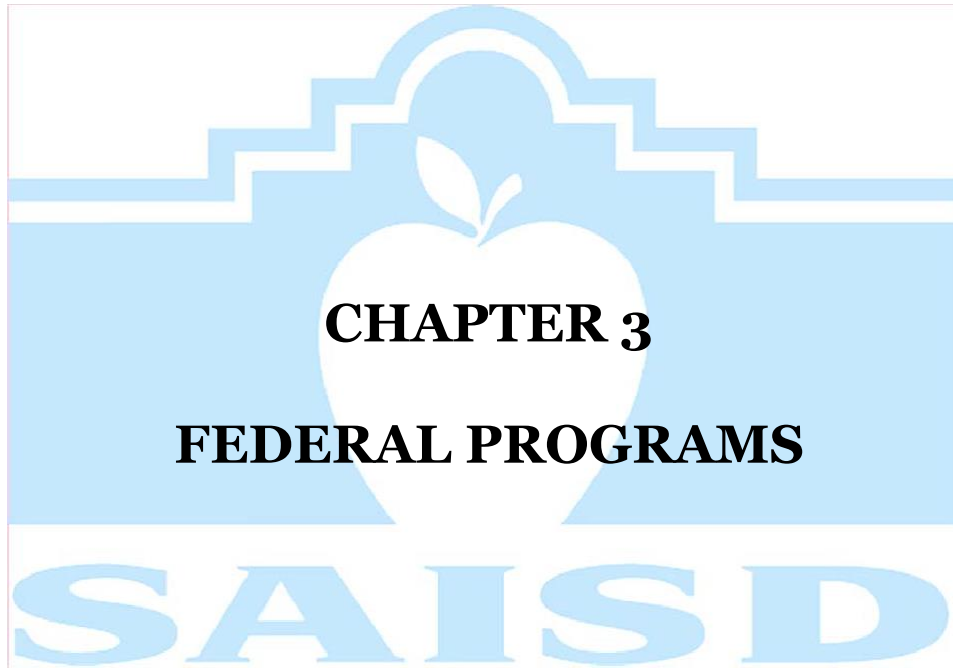
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 6: Facilitate access to health care for uninsured and underinsured students.	Director of Student Health Services  Nurse Practitioners  Nurse Coordinators  Campus Nurses	Ongoing	Monthly/Annual Reports of Nurse Practitioner Activity  Number of CHIP/Medicaid Applications facilitated	Existing resources	June 2016
Activity 7: Provide seamless delivery of highly skilled nursing care to medically involved students.	Director of Student Health Services  Nurse Coordinators  Campus Nurses  Flex Nurses	Ongoing	Staffing Records  Student Clinic Referrals  Student Health Records	Existing resources	June 2016
Activity 8: Track number and percentage of students seen in the clinic for symptoms of illness/injury who are returned to class.	Director of Student Health Services  Nurse Coordinators  Campus Nurses	Ongoing	Monthly/Annual Reports of Clinic Activity	Existing resources	June 2016
Activity 9: Track number and percentage of students receiving referral for a screening failure who receive further evaluation by a health care provider and recommended services.	Director of Student Health Services  Nurse Coordinators  Campus Nurses	Ongoing	Monthly/Annual Reports of Screening Activity  Monthly/Annual Reports of Dental Screening Referrals  Monthly/Annual Reports of Eye Exams/Eyeglasses	Existing resources	June 2016



<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 10: Track number of educational presentations to students, staff and parents at 90 campuses on healthy choices to reduce the transmission of infectious disease.	Director of Student Health Services  Nurse Coordinators  Campus Nurses	Ongoing	Monthly/Annual Reports of Clinic Activity  Copies of Presentations, Sign In Sheets	Existing resources	June 2016
Activity 11: Review monthly clinic activity and program activity reports.	Director of Student Health Services  Nurse Coordinators	Ongoing	Monthly Clinic/Program Activity Reports	Existing resources	June 2016
Activity 12: Conduct campus visits to monitor delivery of services and implementation of programs.	Director of Student Health Services  Nurse Coordinators	Ongoing	Campus Visit Reports	Existing resources	June 2016
Activity 13: Implement additional features of Electronic Health Record (EHR) system; monitor effective utilization by staff.	Director of Student Health Services  Nurse Coordinators	Daily	Student EHR  Health Services Staff Feedback  EHR Reports	Existing resources	June 2016
Activity 15: Meet at least quarterly with Health Services Advisory Committee (SHAC) to facilitate open lines of communication regarding coordinated health services.	Director of Student Health Services	Ongoing	Agendas  Minutes  Sign In Sheets	Existing resources	June 2016

**2015 - 2016**

**District Improvement Plan**



Narrative overview of action plans for improvement and implementation of school wide programs and private, non-public school programs.

**Federal Programs Department Program Overview:**

The San Antonio Independent School District Federal Programs Department provides support and resources to district departments and campuses in the implementation of supplemental programs that address the needs of all students. The Department oversees the administration of Federal and State Compensatory Education funding.

**Purpose of Program:**

The Federal Programs Department provides support services and guidance to campuses and departments in ensuring program implementation compliance in the use of Federal No Child Left Behind Act (NCLB)/Elementary and Secondary Education Act (ESEA) funds and State Compensatory Education (SCE) funds. It is the department's goal to:

- Maximize and coordinate the use of Federal funds, reauthorized under the NCLB/ESEA, and SCE funds to eliminate the achievement gap of our low-income and at-risk students and support the District in reaching the established goals to include School Improvement and Migrant funds;
- Provide resources for comprehensive, high-quality and scientifically based educational program services designed to supplement the regular education program for low-income and at-risk students in order to provide opportunities for children to acquire the knowledge and skills in the State content standards and to meet the challenging State performance standards developed for all children;
- Ensure, in accordance with federal statute, that eligible children who attend private, non-public schools get the same educational support they would get if attending public schools;

## **NEEDS ASSESSMENT:**

### **Department Program Goals/Areas of Focus:**

- Provide on-site technical assistance to stakeholders.
- Ensure program compliance.
- Provide desk audits.
- Provide resources for supplemental programs and educational supplies.
- Provide resources for personnel to meet the highly qualified standards set forth in NCLB/ESEA.
- Training for all stakeholders who use state and federal funds.

A needs assessment was conducted to ensure that campuses and departments are effectively assisted in meeting all student needs. The needs assessment indicated that additional support was needed in the area of school improvement and compliance. Extensive support in this area is evident and crucial in order to provide schools in need of assistance with technical assistance.

The Federal Programs Department will support departments and campuses with the administration of Federal NCLB/ESEA and SCE funds. This will support the academic achievement of SAISD students by ensuring adequate funding for identified student needs aligned with Federal and SCE guidelines, ensuring compliance with program implementation and assisting School Improvement campuses to appropriately impact student needs.

According to the Texas Education Agency (TEA) 2015 Accountability Summary, the SAISD is meeting standards on student achievement, student progress, closing performance gaps and postsecondary readiness. The needs assessment concluded funds budgeted for supplemental tutoring, field experience lessons, professional development, resources, personnel, and parent involvement are having a positive impact on student achievement.

Based on the results of the Migrant Education Program (MEP) needs assessment, the program will continue to provide students with high-quality and comprehensive educational tutoring programs, school supplies, uniforms, personal hygiene products, dental services, an extended academic summer school program, financial aid support for high school students, UT Austin-Enrichment credit courses, and credit recovery courses.

Federal Programs utilizes the following compliance and monitoring tools to ensure district-wide Federal NCLB/ESEA and SCE compliance:

- *Expenditure Manual:* The Expenditure Manual contains procedural charts that provide information to assist staff in adhering to federal guidelines and program requirements for fulfilling all mandates.
- *Program Evaluation:* The purpose of this tool is to provide departments and campuses with a systematic process to evaluate the impact of Federal and State Compensatory Education funding. The objectives are to evaluate the effectiveness and impact of Federal and State

Compensatory Education Programs on student achievement outcomes; to assess the impact of Federally and State Compensatory Education funded strategies on department/campus performance objectives; to determine the degree to which program funds met the intended purposes; and to guide future program decisions.

- *Comprehensive Needs Assessment (CNA) and the Campus/District Improvement Plan (CIP/DIP):* The CNA and CIP/DIP examines multiple sources of data to identify the priority needs and direction for the school/department in order to facilitate the development of the Campus/District Improvement Plans and decisions regarding the justification for use of NCLB/ESEA, SCE and coordination of other funds. The data helps schools/departments monitor and assess the impact of programs, instruction and of other resources related to student achievement by developing a school/department profile. The CNA provides schools/departments with identified strengths and improvement opportunities and specifies priorities for addressing student achievement in meeting challenging academic and performance standards. The CNA is connected to the CIP/DIP and provides the justification for the anticipated budget projections.
- *NCLB/ESEA and SCE Grant Packet:* The grant packet provides each campus/department their annual NCLB/ESEA and SCE allocations to address student needs and increase academic achievement. Campus/Department Leadership Teams meet at the end of the school year to review the CNA, CIP/DIP, and multiple data sources to identify how to designate their NCLB/ESEA and SCE funds.

### **Private Non-Profit Schools**

In accordance with NCLB/ESEA statute, private school students and teachers are eligible to participate in certain federal education programs and requires equitable services to be provided to private school students, teachers, and other educational personnel, and, in some cases, families. Services are provided directly to eligible students and teachers, not to private schools. Quarterly consultation meetings are conducted with each private school official to determine the needs for eligible NCLB/ESEA equitable program services. During timely and meaningful consultation meetings with private school officials, student and teacher needs are discussed. The SAISD Federal Programs Department collaborates and coordinates with personnel and service providers to deliver services.

### **School Improvement:**

On September 30, 2013, the U.S. Department of Education granted the State of Texas a conditional waiver for specific provisions of the NCLB/ESEA. A key change resulting from the NCLB waiver was the elimination of the Adequate Yearly Progress (AYP) designation. TEA defined AYP in accordance with the Title I statute and regulations and determined whether or not a campus had made adequate progress by reviewing the following: Math (performance and participation), Reading/Language Arts (performance and participation), Attendance Rates (elementary and middle schools), and Graduation Rates (high school).

With the granting of the NCLB waiver, AYP was replaced to allow for a more flexible approach to identifying schools in need of intervention. Starting in the 2013-2015 school years, TEA began identifying “Priority” or “Focus” Title I schools. Using data obtained from the 2013 Accountability Reports, TEA generated a list of priority and focus schools based on statewide reading and mathematics assessments, and graduation rates. Priority schools include a combination of Tier I and II Texas Title I Priority Schools (TIIPS), Title I schools with graduation rates less than 60% and the lowest-performing Title I schools based on achievement results on reading/math system safeguards at All Student level. Ten percent of Title I schools, not otherwise identified as priority, are considered focus schools, and include campuses with the widest gaps between reading/math performance of the federal student groups (7) and safeguard targets of 75%. To exit priority or focus status, a school must make significant progress for two consecutive years following interventions and no longer fit the criteria to be identified as a priority or focus school.

The Federal Programs Department assists campuses with budgeting their allocated funds for initiating progress towards increasing student achievement.

#### **School Improvement Support :**

- Provides technical assistance to campuses to include analyzing and revising the budget so that the resources are effectively allocated to activities that increase academic achievement and to implement a process targeted at removing the campus from school improvement status
- Reviews areas of fiscal compliance standards and school improvement requirements based on identified performance indicators
- Facilitates communication between campuses, Federal Programs Department, district-based departments, TEA, and Education Service Center

#### **Migrant Education Program:**

The Migrant Education Program (MEP) was created in 1966 as the Title I, Part C portion of the Federal NCLB/ESEA. The MEP provides formula grants to States to establish or improve education programs for migrant children.

As required under Section 1306 of the NCLB/ESEA, the Texas MEP has developed a current, comprehensive State Plan for how MEP services are to be delivered in order to meet the identified needs of the State’s migrant children. In the process of identifying migrant student needs, the Texas MEP uses State-level

performance data for migrant students to target services that will assure that migrant children in Texas are meeting the same State performance targets all children are expected to meet.

**Seven Areas of Focus for the MEP:**

- Migrant Service Coordination (All Levels)
- Identification and Recruitment (Ages 3-21)
- Early Childhood Education (Age 3- Grade 2)
- Graduation Enhancement (Grades 7-12)
- Secondary Credit Accrual (Grades 9-12)
- Parental involvement (P3-12)
- New Generation System (NGS)

**Purpose of Program:**

The general purpose of the Migrant Education Program (MEP) is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps States and LEAs address the special educational needs of migrant children to better enable migrant children to succeed academically.

More specifically, the purposes of the MEP are to:

- Support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements and State academic content and student academic achievement standards;
- Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
- Ensure that migrant children benefit from state and local systemic reforms.

**Other MEP Services:**

- *Interventions:*
  - Provide on-going tutoring throughout the school year for those students that have not met the requirements for their academic grade level and/or are identified for tutoring.
  - Provide academic learning concepts that meet the Intervention Plan for each of the special education needs of migrant student.
  - Provide summer school programs to supplement the regular school year with emphasis on the TEKS and STAAR/EOC objective(s) they did not pass.

- *Pre-K Program:* MEP provides academic support to Pre-K 3 and 4 year old students in a program designed to prepare migrant children for a successful school experience (Bright Beginnings). This program offers a home-based model whose goal is to provide early childhood educational experiences to children in their homes with the help of their first teacher-their parent. Program services include appropriate developmental activities that support migrant children's developmental growth in the cognitive, psychomotor, language, social and affective domains.
- *MEP Parent Training:* Skill building parent involvement hands-on training meetings. These meetings will continue throughout the school year. In providing training to our parents they will be role models for their children in continuing with their education. It will also enhance the parents' knowledge and skills.
- *Parent Advisory Committee (PAC):* The role of the PAC shall be to advise in planning, implementing, and evaluating educational needs of migrant children. In fulfillment of this role, the PAC shall be invited to comment and make recommendations on the following:
  - Improving programs and services offered to migrant children.
  - Improving evaluation of the migrant programs.
  - Increasing the quantity and quality of parent involvement.
  - Considering other items which may be appropriate to the role of the PAC.



**Ensure Campus and Department Leaders  
Improve the Implementation of Title I School-wide Programs, Title II and Title III Programs  
Action Plan 2015-2016**

<b>Goal:</b> To identify and ensure that campus and department leaders implement the Title I School-wide Program, Title II and Title III Programs as mandated by NCLB/ESEA.					
<b>Objective:</b> To review campus/departments Program Evaluation, Comprehensive Needs Assessments, budgets and to conduct desk audits/on-site visits of NCLB/ESEA program components.					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Ensure fidelity to the Title I school-wide program</li> <li>• Provide on-going, hyper-monitoring to ensure compliance with federal regulations</li> <li>• Facilitate data analysis through the use of Program Evaluation, Comprehensive Needs Assessment, and Campus/Department Improvement Plans (when submitted with purchase requests)</li> <li>• Coordinate program services to ensure compliance with the federal regulations</li> <li>• Coordinate Federal and SCE funding to support the implementation of the school-wide program</li> <li>• Create and implement a consolidated administrative fund as per ESEA Part B Section 9203</li> </ul>					
<b>Activity 1:</b> Review campus/department Program Evaluations	Federal Programs Staff	July 2015 – September 2016	100% of all Program Evaluations from campuses/departments will be reviewed to monitor compliance and program implementation.	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Supplies & Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016
<b>Activity 2:</b> Review and validate CNA has been the framework for developing the NCLB/ESEA Grant Packet	Federal Programs Staff	July 2015- September 2016	100% of all CNAs from campuses/departments will be reviewed. Use Federal Programs Rubrics.	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Supplies & Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 3.</b> Review NCLB/ESEA Grant Packet for allowable, reasonable and necessary expenditures. The packet is also reviewed for correct allocation amounts.	Federal Programs Staff	July 2015-September 2016	100% of all Grant Packets from campuses/departments will be reviewed.	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Supplies & Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016
<b>Activity 4:</b> Conduct professional development and training to provide technical assistance for stakeholders (conferences, workshops, national, state, local)	Federal Programs Staff	July 2015-September 2016	Data collected from training evaluations and informal feedback will be used for program planning and improvement.	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Contracted Services (Fund 287) \$3,900 Online subscription for creation of webinars (Fund 287) \$500 Supplies and Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016
<b>Activity 5:</b> Support and facilitate ongoing compliance and monitoring with part-time staff	Senior Director of Federal Programs	July 2015-September 2016	Volume of projects based on timelines and customer service needs, Comprehensive Needs Assessment, Program Evaluation	Payroll-Department staff (Fund 287) \$2,700	9 - 2016
<b>Activity 6:</b> Ensure compliance for Title I expenditures	All Federal Programs staff	Daily July 2015-September 2016	Identify compliance target areas via Expenditure Manual to provide immediate feedback and technical assistance on opportunities for improvement	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Travel (Fund 287) \$1,500	9 - 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 7:</b> Provide extra-duty pay for extended work projects as needed	Senior Director of Federal Programs	As needed July 2015- September 2016	Volume of projects based on timelines and customer service needs, Comprehensive Needs Assessment, Program Evaluation	Payroll-Extra duty pay (Fund 287) \$6,400	9 - 2016
<b>Activity 8:</b> Conduct on-site visits and desk audits for implementation and compliance	All Federal Programs Staff	Scheduled Campus/ Department Visits July 2015- September 2016	Based on rubrics and financial reports, identify compliance target areas to provide feedback and technical assistance on opportunities for improvement	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Contracted Services (Fund 287) \$3,900 Supplies and Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016
<b>Activity 9:</b> Using NCLB/ESEA standards, technology will be used to analyze campus data for effective implementation and participate in online webinars for technical assistance	Senior Director, Program Coordinators/ Principals	Monthly Analysis	Data review of district assessments for planning. Campuses/departments and private, non-public schools programs will be reviewed for effectiveness and student improvement in academic performance. Staff will utilize technology equipment to participate in online webinars provided by USDE and Region 20 staff for technical assistance on important federal updates.	Supplies & Materials (Fund 287) \$700 Contracted Services (Fund 287) \$3,900	6 - 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 10:</b> The department staff will attend professional development and participate in online webinars	All Federal Programs staff	July 2015-September 2016	Professional Learning Statement and Certificate of Completion	Contracted Services (Fund 287) \$3,900 Online subscription (Fund 287) \$500 Supplies & Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016
<b>Activity 11:</b> Coordination with campus/department to provide comprehensive services	All Federal Programs staff	July 2015-September 2016	Data collected from planning sessions.	Supplies & Materials (Fund 287) \$700	9 - 2016
<b>Activity 12:</b> Communication and outreach to promote awareness and increase parental involvement in Title I programs	All Federal Programs staff	November 2015 & May 2016	Parent Summit attendance and evaluations	Contracted Services (Fund 287) \$3,900 Supplies & Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016
<b>Activity 13:</b> Ensure compliance for parental involvement activities	All Federal Programs staff	July 2015-September 2016	100% of parental involvement checklist will be reviewed to include school-parent compacts, campus/district parental involvement policy, campus annual Title I meeting, campus CNA (family and community involvement section), CIP (school community relations/parent involvement section)	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Supplies & Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016

**Ensure Department Leaders  
Improve the Implementation of Private Non-Profit Equitable Services for Title I, Title II and Title  
III Programs Action Plan 2015-2016**

<b>Goal: To ensure that private non-profit campuses participate in the NCLB/ESEA Programs.</b>					
<b>Objective:</b> To have 100% participation from the private non-profit schools and ensure compliance with federal regulations.					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Ensure fidelity to all Title Programs services for private non-profit schools</li> <li>• Provide on-going, hyper-monitoring to ensure compliance with federal regulations</li> <li>• Facilitate data analysis through the use of Comprehensive Needs Assessment and quarterly consultation meetings</li> <li>• Coordinate program services to ensure compliance with the federal regulations</li> </ul>					
<b>Activity 1:</b> Conduct program surveys, evaluations, consultation meetings, and on-site visits to review program needs and implementation	Senior Director, Program Coordinator, Private non-public representatives	July 2015 - September 2016	Data from campus and department visits will be examined for compliance and to make recommendations to improve program effectiveness using standards set forth by NCLB/ESEA.	FTE Payroll Payroll-extra duty pay (Fund 287) \$38,400 Contracted Services (Fund 211, 255, 263, 287) \$4,000 Supplies and materials, (Fund 211, 255, 263, 287) \$700 Travel & Related Costs (Fund 211, 255, 263, 287) \$135,600	9 - 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 2:</b> Provide opportunities for participation in NCLB/ESEA services	Senior Director, Program Coordinator, teachers from private non-public representatives, ESC 20, approved services providers	July 2015-September 2016	Review data from consultation meetings, PD attendance, evaluations, certificates of attendance, needs assessments to make recommendations to improve program effectiveness using standards set forth by NCLB/ESEA.	FTE Payroll Payroll-extra duty pay (Fund 287) \$38,400 Contracted Services (Fund 211, 255, 263, 287) \$4,000 Supplies and materials (Fund 211, 255, 263, 287) \$700 Travel & Related Cost (Fund 211, 255, 263, 287) \$135,600	9 - 2016
<b>Activity 3:</b> Ensure financial compliance to include equitable & allowable expenditures and fixed assets inventory	Senior Director, Program Coordinator, Senior Budget Analyst, ESC 20	July 2015-September 2016	Data from equitable services worksheet, adherence to PNP Handbook, annual inventory worksheets	FTE Payroll Payroll-extra duty pay (Fund 287) \$38,400 Contracted Services (Fund 211, 255, 263, 287) \$4,000 Supplies and Materials (Fund 211, 255, 263, 287) \$700 Travel & Related Costs (Fund 211, 255, 263, 287) \$135,600	9 - 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 4:</b> Provide facilities, maintenance, and security services for Title I portables to facilitate Title I services for the PNP schools	SAISD Police Department, SAISD maintenance, ESC 20	July 2015-September 2016	SAISD work orders and Program Evaluation	FTE Payroll Payroll-extra duty pay (Fund 287) \$38,400 Contracted Services (Fund 211, 255, 263, 287) \$4,000 Supplies and Materials (Fund 211, 255, 263, 287) \$700 Travel & Related Costs (Fund 211, 255, 263, 287) \$135,600	9 - 2016

**Ensure Campus and Department Leaders  
Improve the Implementation of School Improvement Program  
Action Plan 2015-2016**

<b>Goal: To assist Priority and Focus campuses in budgeting funds to implement the required interventions to exit the priority and focus status.</b>					
<b>Objective:</b> To assist 100% campus principals and personnel in ensuring budget allocations to be appropriated for initiating progress towards increasing student achievement.					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Ensure fidelity to the Title I, Section 1003 (a)</li> <li>• Provide on-going, hyper-monitoring to ensure compliance with federal regulations</li> <li>• Facilitate data analysis through the use of Program Evaluation, Comprehensive Needs Assessment, and Campus/Department Improvement Plans (when submitted with purchase requests)</li> <li>• Coordinate program services to ensure compliance with the federal regulations</li> <li>• Coordinate Federal and SCE funding to support the implementation of the school-wide program</li> <li>• Create and implement a consolidated administrative fund as per ESEA Part B Section 9203</li> </ul>					
<b>Activity 1:</b> Review campus/department Program Evaluations	Federal Programs Staff	July 2015 – September 2016	100% of all Program Evaluations from campuses/departments will be reviewed to monitor compliance and program implementation.	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Supplies & Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016
<b>Activity 2:</b> Review and validate CNA has been the framework for developing the NCLB/ESEA Grant Packet	Federal Programs Staff	July 2015- September 2016	100% of all CNAs from campuses/departments will be reviewed. Use Federal Programs Rubrics.	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Supplies & Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016



Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 3.</b> Review NCLB/ESEA Grant Packet for allowable, reasonable and necessary expenditures. The packet is also reviewed for correct allocation amounts.	Federal Programs Staff	July 2015-September 2016	100% of all Grant Packets from campuses/departments will be reviewed.	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Supplies & Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016
<b>Activity 4:</b> Conduct professional development and training to provide technical assistance for stakeholders	Federal Programs Staff	July 2015-September 2016	Data collected from training evaluations and informal feedback will be used for program planning and improvement.	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Contracted Services (Fund 287) \$3,900 Online subscription for creation of webinars (Fund 287) \$500 Supplies and Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016
<b>Activity 5:</b> Support and facilitate ongoing compliance and monitoring with part-time staff	Senior Director of Federal Programs	July 2015-September 2016	Volume of projects based on timelines and customer service needs, Comprehensive Needs Assessment, Program Evaluation	Payroll-Department staff (Fund 287) \$2,700	9 - 2016
<b>Activity 6:</b> Ensure compliance for Title I expenditures	All Federal Programs staff	Daily July 2015-September 2016	Identify compliance target areas via Expenditure Manual to provide immediate feedback and technical assistance on opportunities for improvement	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Travel (Fund 287) \$1,500	9 - 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 7:</b> Provide extra-duty pay for extended work projects as needed	Senior Director of Federal Programs	As needed July 2015- September 2016	Volume of projects based on timelines and customer service needs, Comprehensive Needs Assessment, Program Evaluation	Payroll-Extra duty pay (Fund 287) \$6,400	9 - 2016
<b>Activity 8:</b> Conduct on-site visits and desk audits for implementation and compliance	All Federal Programs Staff	Scheduled Campus/ Department Visits July 2015- September 2016	Based on rubrics and financial reports, identify compliance target areas to provide feedback and technical assistance on opportunities for improvement	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Contracted Services (Fund 287) \$3,900 Supplies and Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016
<b>Activity 9:</b> Using NCLB/ESEA standards, technology will be used to analyze campus data for effective implementation and participate in online webinars for technical assistance	Senior Director, Program Coordinators/ Principals	Monthly Analysis	Data review of district assessments for planning. Campuses/departments and private, non-public schools programs will be reviewed for effectiveness and student improvement in academic performance. Staff will utilize technology equipment to participate in online webinars provided by USDE and Region 20 staff for technical assistance on important federal updates.	Supplies & Materials (Fund 287) \$700	6 - 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 10:</b> The department staff will attend professional development and participate in online webinars	All Federal Programs staff	July 2015-September 2016	Professional Learning Statement and Certificate of Completion	Contracted Services (Fund 287) \$3,900 Online subscription (Fund 287) \$500 Supplies & Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016
<b>Activity 11:</b> Coordination with campus/department to provide comprehensive services	All Federal Programs staff	July 2015-September 2016	Data collected from planning sessions.	Supplies & Materials (Fund 287) \$700	9 - 2016
<b>Activity 12:</b> Communication and outreach to promote awareness and increase parental involvement in Title I programs	All Federal Programs staff	November 2015 & May 2016	Parent Summit attendance and evaluations	Contracted Services (Fund 287) \$3,900 Supplies & Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016
<b>Activity 13:</b> Ensure compliance for parental involvement activities	All Federal Programs staff	July 2015-September 2016	100% of parental involvement checklist will be reviewed to include school-parent compacts, campus/district parental involvement policy, campus annual Title I meeting, campus CNA (family and community involvement section), CIP (school community relations/parent involvement section)	FTE Payroll Payroll-extra duty pay (Fund 287) \$37,700 Supplies & Materials (Fund 287) \$700 Travel (Fund 287) \$1,500	9 - 2016

## Migrant Education Program Action Plan to Improve Priority for Service Programs for Migrant Students 2015-2016

<b>Goal:</b> Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.					
<b>Objective:</b> 100% of PFS migrant students will receive priority access to supplemental instructional opportunities.					
Strategy / Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Ensure fidelity to the Migrant Education Program</li> <li>• Provide on-going, hyper-monitoring to ensure compliance with federal regulations</li> <li>• Facilitate data analysis through monitoring required reports and documentation</li> <li>• Coordinate program services to ensure compliance with the federal regulations</li> </ul>					
<b>Activity 1:</b> On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services and provide interventions to increase academic achievement	MEP Staff MEP Coordinator, Counselors, Campus Personnel	Monthly July 2015- September 2016	Data from New Generation System (NGS) to include PFS, Graduate Terminations, Special Needs, STAAR/EOC and Supplemental Data	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 2:</b> Develop a PFS Action Plan for serving PFS students	MEP Staff MEP Coordinator, Counselors, Campus Personnel	August 2015	Completed PFS Action Plan	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	8 - 2015

Strategy / Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 3:</b> Provide Principals, Migrant contacts, and teachers a copy of the PFS criteria, monthly updated NGS PFS reports and expectation of procedures to follow with PFS students	MEP Staff	Monthly July 2015 – September 2016	Emails with NGS attachments	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 4:</b> Provide parents of PFS students a copy of the PFS criteria, discuss what it means, and implications for the student	MEP Staff	July 2015 – September 2016	PFS Criteria, Phone logs, Home Visit logs verifying receipt	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 5:</b> Home and /or community visits will be made to update parents on the academic progress of their children at minimum once every six weeks	MEP Staff	July 2015 – September 2016	Logs verifying visit	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 6:</b> Print NGS reports and coordinate services with campuses to ensure migrant students enrolled late are enrolled in core content classes	MEP Staff, Campus Staff	July 2015 – September 2016	iData Portal reports indicating 100% of students who enrolled late were placed in the required core content classes	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016

Strategy / Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 7:</b> Provide appropriate placement/programs for students not meeting the state content standards or mastering TEKS objectives	MEP Staff, Campus Staff	July 2015 – September 2016	iData Portal reports and Crystal Report indicating increased number of students completing partial credit and or passing state assessments	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 8:</b> PFS students will have access to tutorials, supplies, and materials before other students	MEP Staff, District Staff, Campus Staff	July 2015 – September 2016	Supplemental NGS reports indicating delivery of services	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 9:</b> Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental	MEP Staff, Federal Programs Staff, District Staff, Campus Staff	July 2015 – September 2016	Phone calls, list, forms procedures and At-Risk Management System (ARMS) to ensure services are supplemental	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016

Strategy / Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 10:</b> To improve academic achievement for Migrant Students with part-time staff	Migrant Coordinator	July 2015 – September 2016	Volume of projects based on timelines and customer service needs, Comprehensive Needs Assessments, Program Evaluation	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016

**Ensure Campus and Department Leaders  
Improve the Implementation of Title I, Part C Program  
Action Plan 2015-2016**

<b>Goal:</b> To identify and ensure that campus and department leaders implement the Title I, Part C Program as mandated by NCLB/ESEA.					
<b>Objective:</b> To identify 100% of migrant students and assist those in meeting the same standards expected of all students by coordinating and supporting services that will improve their academic performance in school.					
Strategy / Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Ensure fidelity to the Migrant Education Program</li> <li>• Provide on-going, hyper-monitoring to ensure compliance with federal regulations</li> <li>• Facilitate data analysis through monitoring required reports and documentation</li> <li>• Coordinate program services to ensure compliance with the federal regulations</li> </ul>					
<b>Activity 1:</b> Identify migrant students in need of MEP services and provide interventions to increase academic achievement	MEP Staff MEP Coordinator, Counselors, Campus Personnel	Monthly July 2015- September 2016	Data from New Generation System (NGS) to include Graduate Terminations, Special Needs, STAAR/EOC and Supplemental Data. Migrant Tutoring Lesson Log, Crystal Reports, iData Portal, At-Risk Management System (ARMS) indicating delivery of service(s).	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 2:</b> Provide Migrant Summer Program to support student's academic needs	MEP Staff, District Staff	June 2016- August 2016	Data from surveys, assessments, supplemental NGS report and attendance report indicating an increase in participation and attendance by 3% and student performance by 6% in Math and Reading	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	8 - 2016



Strategy / Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 3:</b> Conduct school visits to monitor student achievement/program compliance to ensure the academic needs of migrant students</p>	<p>MEP Staff, Federal Programs Staff</p>	<p>July 2015 – September 2016</p>	<p>PEIMS reports and NGS reports indicating decrease in failing students and decrease in student retentions. Program Evaluation and State Local Needs Assessment indicating 100% Federal compliance with procedures and policies</p>	<p>FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400</p>	<p>9 - 2016</p>
<p><b>Activity 4:</b> Create an individual student learning plan to guide the coordination of supplemental academic services</p>	<p>MEP Staff, District Staff, Campus Personnel</p>	<p>Progress Monitoring every 3-weeks July 2015-September 2016</p>	<p>Evaluation of Individual Student Learning Plan</p>	<p>FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400</p>	<p>9 - 2016</p>
<p><b>Activity 5:</b> Monitor and identify dropout students, otherwise known as Out of School Youth (OSY) and assist in enrolling in a school and/or GED program</p>	<p>MEP Staff, District Staff, Campus Personnel</p>	<p>July 2015-September 2016</p>	<p>PEIMS reports and Crystal Reports indicating a decrease in percentage of migrant dropout (OSY) rate.</p>	<p>FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400</p>	<p>9 - 2016</p>

Strategy / Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 6:</b> Provide parental involvement meetings to include general meeting and Parent Advisory Council (PAC) meetings	MEP Staff, Community members, parents	July 2015-September 2016	PAC agenda, parent attendance and evaluations	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 7:</b> The MEP staff will attend optional and required trainings	MEP Staff	July 2015-September 2016	Professional Learning Statement and Certificate of Completion	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 8:</b> Monitor and Identify siblings of migrant students ages 3 to 5 for enrollment in Early Childhood program or BRIGHT Beginnings program (Home-based)	MEP Staff, Early Childhood Department	July 2015-September 2016	NGS Reports and PEIMS reports indicating enrollment. BRIGHT Beginnings enrollment/waiver form indicating participation in program.	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016

Strategy / Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 9:</b> Monitor and Identify siblings of migrant students age 2 turning 3 during the school year for BRIGHT Beginnings program	MEP Staff	July 2015-September 2016	NGS Reports indicating supplemental services. BRIGHT Beginnings enrollment/waiver form indicating participation in program.	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 10:</b> Ensure proper coding of migrant student population	MEP Staff	July 2015-September 2016	NGS Reports and PEIMS reports indicating 100% accuracy	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100	9 - 2016
<b>Activity 11:</b> Migrant students will have access to school supplies, hygiene products, uniforms, etc. to assist in student academic achievement	MEP Staff, District Staff, Campus Staff	July 2015-September 2016	Supplemental NGS reports indicating delivery of services	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016

Strategy / Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 12:</b> Conduct professional development and training to provide technical assistance for stakeholders</p>	MEP Staff	July 2015-September 2016	Data collected from training evaluations and informal feedback will be used for program planning and improvement.	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Online subscription for creation of webinars (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<p><b>Activity 13:</b> Create a High School migrant extracurricular club or leadership organization specific to migrant secondary students which meets regularly and is designed to (1) help students resolve issues and problems related to late entry and/or early withdrawal, (2) provide leadership opportunities, and (3) facilitate social engagement with school community.</p>	MEP Staff, Department Staff, Campus Staff	July 2015 – September 2016	Virtual analytics, sign-in sheets indicating participation	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016

Strategy / Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 14:</b> Create a Middle School migrant extracurricular club or leadership organization specific to migrant students which meets regularly and is designed to (1) help students develop effective learning and study skills; (2) help students seek and receive help from parents, peers, and teachers with academically related and non-academically related problems or concerns; (3) provide leadership opportunities; and (4) facilitate social engagement with school community.</p>	<p>MEP Staff, Department Staff, Campus Staff</p>	<p>July 2015 – September 2016</p>	<p>Virtual analytics, sign-in sheets indicating participation</p>	<p>FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400</p>	<p>9 - 2016</p>
<p><b>Activity 15:</b> Conduct a full-day retreat or half-day workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and non-academically related issues they may face.</p>	<p>MEP Staff, Department Staff, Campus Staff</p>	<p>July 2015 – September 2016</p>	<p>Attendance and participation, evaluation</p>	<p>FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400</p>	<p>9 - 2016</p>

Strategy / Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 16:</b> To improve academic achievement for Migrant Students with part-time staff	Migrant Coordinator	July 2015 – September 2016	Volume of projects based on timelines and customer service needs, Comprehensive Needs Assessments, Program Evaluation	Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 17:</b> Provide extra-duty pay for extended work projects as needed	Migrant Coordinator	As needed July 2015-September 2016	Volume of projects based on timelines and customer service needs, Comprehensive Needs Assessment, Program Evaluation	Payroll-Extra duty pay (Fund 212 and 287) \$10,300	9 - 2016

## Migrant Education Program Action Plan to Improve Identification and Recruitment of Migrant Students 2015-2016

<b>Goal: To identify and recruit migrant families and provide them with appropriate educational services. To ensure that students have the opportunity to meet or exceed the student performance standards set by the state for all migrant students.</b>					
<b>Objective:</b> To ensure that all eligible migrant families residing in the district are properly identified and recruited in order to provide them supplemental services. To achieve 100% accuracy on all Certificate of Eligibility (COE) and 100% accuracy in meeting the Migrant Performance Based Monitoring criteria set by the state.					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Ensure fidelity to the Migrant Education Program</li> <li>• Provide on-going, hyper-monitoring to ensure compliance with federal regulations</li> <li>• Facilitate data analysis through monitoring required reports and documentation</li> <li>• Coordinate program services to ensure compliance with the federal regulations</li> </ul>					
<b>Activity 1:</b> Attend Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) Training offered by the Texas Education Agency (TEA)	MEP Staff	July 2015-September 2016	Certificates of completion	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 2:</b> Attend MSIX training offered by ESC 20	MEP Staff	July 2015-September 2016	Certificates of completion	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 3:</b> Contact potential/current eligible migrant families: using door to door recruitment efforts, following-up on family surveys, during school registration, conducting community outreach, visiting growers, locating out of school youth including pre-school aged children and contacting other state and federal agencies that serve migrant families.</p>	MEP Staff	July 2015-September 2016	Recruiter logs and certified letters sent to parents after three attempts to contact the family; completed COEs	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<p><b>Activity 4:</b> Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed.</p>	MEP Staff	July 2015-September 2016	Completed COE and documentation of contact attempts on First Contact Spreadsheet	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<p><b>Activity 5:</b> Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.</p>	MEP Staff	July 2015-September 2016	Completed COE and SDF for all families having a new QAD	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016



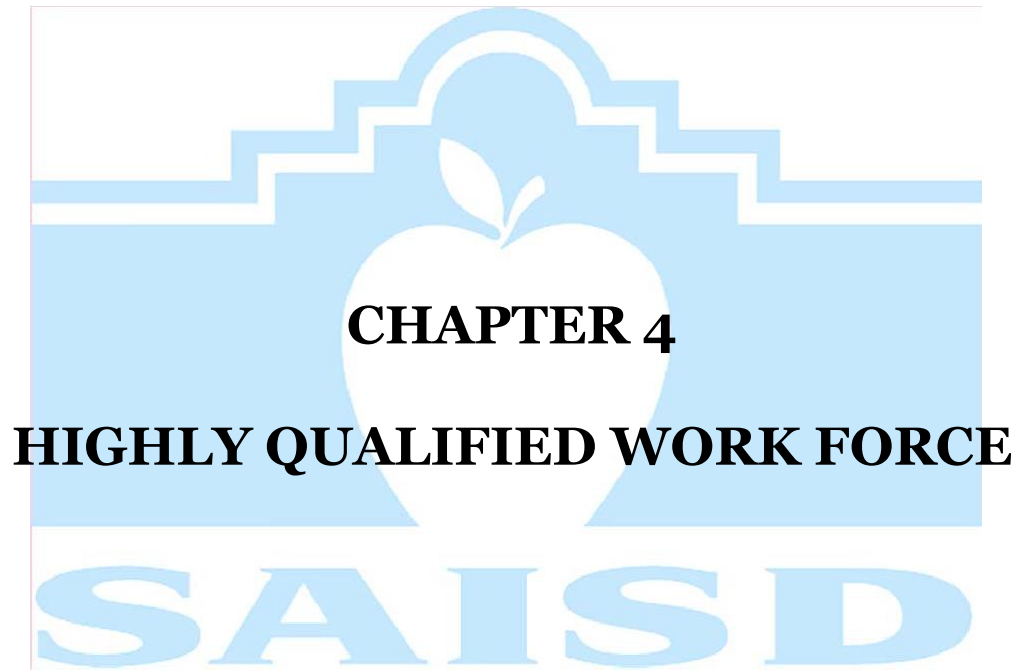
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 6:</b> SEA Reviewers review COEs and SDF for all families with a new QAD. Return COE and SDF to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed for entry in NGS.</p>	MEP Staff	July 2015-September 2016	NGS Unique Report	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<p><b>Activity 7:</b> Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.</p>	MEP Staff	September 1, 2015 – November 1, 2015	Monthly NGS Residency Verification Report	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 – 2016
<p><b>Activity 8:</b> Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff.</p>	MEP Staff	July 2015-September 2016	Increase in services provided to migrant families by community organizations	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Activity 9:</b> Share and exchange information regarding High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) sites and Teaching and Mentoring Communities (TMC).</p>	MEP Staff	July 2015-September 2016	Increase in services provided to migrant families by community organizations	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<p><b>Activity 10:</b> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.</p>	MEP Staff	July 2015-September 2016	Compliance with Records Retention policies by April 30.	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<p><b>Activity 11:</b> Validate eligibility through re-interview process according to instructions set forth by TEA.</p>	MEP Staff	July 2015-September 2016	100 percent accuracy rate	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Activity 12:</b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	MEP Staff	July 2015-September 2016	Identify strengths and weaknesses to redesign the services provided by	FTE Payroll Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016
<b>Activity 13:</b> To improve academic achievement for Migrant Students with part-time staff	Migrant Coordinator	July 2015 – September 2016	Volume of projects based on timelines and customer service needs, Comprehensive Needs Assessments, Program Evaluation	Payroll-extra duty pay (Fund 212 and 287) \$10,300 Contracted Services (Fund 212 and 287) \$500 Supplies and Materials (Fund 212 and 287) \$5,100 Travel (Fund 212 and 287) \$1,400	9 - 2016

**2015 - 2016**

**District Improvement Plan**



## **RETAIN AND RECRUIT QUALITY STAFF**

### **COMPREHENSIVE NEEDS ASSESSMENT**

The purpose of the Human Resource District Improvement Plan is to provide a strategic action plan that outlines detailed, long-range, ongoing key steps guided by the annual comprehensive needs assessment aligned to district-goals. The SAISD Human Resources Department maintains an effective recruitment, hiring, and retention process to provide the desired quantity and quality of personnel necessary to achieve the organization's mission. The Human Resources Department adheres to the rules and regulations defined by the Texas Education Agency (TEA), specifically, the State Board for Educator Certification (SBEC), Texas Government Code, Federal Law, to include No Child Left Behind Legislation, Board Policy-D Series and Administrative Procedure-D Series. Throughout the year, Recruitment and Hiring Administrators review current and historical district data which informs development of the needs assessment for the District Improvement Plan. The 2010-2015 recruitment and hiring data reviewed and used to conduct the needs assessment by the Hiring Administrators included the following employee categories:

- Teachers
- Non-Teaching Professionals
- Administrators
- Paraprofessionals
- Classified/Auxiliary/Manual and skilled trades
- Substitutes
- Part Time

### **CAREER PATHWAYS**

The SAISD Human Resources Department organizes and sponsors the annual (Spring) “Career Pathways & Advanced Degrees Information Fair.” The goal of the information fair is to provide our employees an opportunity to meet representatives from colleges and universities, gather information on a variety of educational opportunities and degree programs, and learn about ways to finance their continuing education. This is another benefit provided to all District employees in our continued efforts to maintain a well-trained and high-quality workforce while sustaining our District goal to develop leaders of tomorrow. Participants receive information on a variety of available degree plans including Associates, Bachelor’s, Master’s and Doctorate’s, as well as information regarding on-line, weekend, traditional and non-traditional programs, and tuition options available through the Educational Aide Exemption Program and the Hispanic Scholarship Fund.

#### **PROJECT A.I.R.S.**

In the Spring of 2013, the department launched the first annual Project A.I.R.S. (Awareness, Interest, Resources, Support) for paraprofessionals and substitutes. Project A.I.R.S. was developed to provide: awareness of opportunities for advancement available to current employees; surveys for each participant’s interest and tailor their professional development program accordingly; resources and tools necessary to enhance their skills; and support for the individuals through coaching and other feedback processes.

Four monthly informational sessions were provided for identified tracks. Each track was designed for professional development in specific areas of interest. Culminating activities were designed to prepare participants for interviews as well as to celebrate and validate their commitment to professional growth and development.

In the Spring of 2014, the Human Resources Department expanded the scope of its career advancement efforts by offering Project A.I.R.S. to all Classified employees. The series for classified employees was structured in a manner that was similar to the program for paraprofessionals and substitutes. Participants were grouped according to their specific areas of interest and informational sessions included topics presented in coordination with district departments and educational partners. The expansion continued into 2014-2015, offering professional growth opportunities for both Paraprofessional and Classified employees.

### **PARTNERSHIPS**

The Human Resources Department actively cultivates and sustains creative and strategic partnerships with universities and other agencies to provide opportunities for professional development for employees in areas pertaining to leadership. Partnerships continued during the 2014-2015 school year include:

- Trinity Leadership Collaborative
- Texas A&M University at Kingsville Leadership Scholarship program
- Texas A&M University at San Antonio Leadership Cohort Program
- Texas A&M University at San Antonio Model for Success Initiatives (for teaching interns)
- Urban School Leaders Collaborative with the University of Texas at San Antonio
- Teacher Leader Evaluation System Study commissioned by the Department of Education
- University of Phoenix scholarship program for district employees
- University of Virginia/District Turnaround Leadership Initiative

### **NEW TEACHER SUPPORT SYSTEM**

A well-designed and implemented beginning teacher support system provides new educators the opportunity to begin their careers with the best of what we know from research and practice

about effective teaching. The goals of the SAISD New Teacher Support System (NTSS) include improving teacher performance, increasing retention of new teachers, promoting personal and professional well-being, and transmitting the culture of our District to its newest members. The Human Resources Department acknowledges the strong link between hiring and retaining quality educators by directly maintaining and promoting the New Teacher Support System within its own department, thereby maximizing connections to new teachers during their first two years of employment. Additionally, our New Teacher Support System serves as an effective drawing card in the competitive market for hiring new teachers. The SAISD NTSS employs several components.

The **STAR** Program (**SAISD Teacher Assistance & Resources Program**) is the umbrella for our professional development venues for first and second-year teachers. This includes: 1. A Rising Star New Teacher Orientation held three times annually in which new teachers are oriented to SAISD, meet the superintendent, Board Members and Principals and receive hands-on training in preparation for their first day in the classroom. 2. Classroom Assistance with Resources and Enhancements (C.A.R.E.) sessions; 3. Foundations of Effective Teacher Training sessions; and 4. Managing Anti-Social Behaviors. These sessions allow new educators the opportunity to apply theoretical knowledge acquired in teacher prep programs to real life teaching.

### **Mentor Program**

All first and second year new teachers receive a Mentor their first two years of teaching. Mentors and first year Protégées are required to attend 3 hours of TX-BESS (**Texas Beginning Educator Support System**)/PACT (**Performance-Based Academic Coaching Teams**) Training at Region 20 together. PACT training is a product of the Texas Education Agency and the Texas A & M University System and is presented by Education Service Center Region 20. This



training includes “Face to Face” and “online support training” through specially designed modules on a variety of subject matters essential to teacher self-efficacy: classroom management, special education, instructional techniques, etc. These modules are effective for both mentors and new teachers entering the teaching profession.

Mentors of second year teachers receive Coaching training through Education Service Center Region 20. Coaching includes guided dialogues and sessions that enhance teacher reflection and planning in collaboration with their Mentor. Coaching is able to help second year teachers improve their teaching skills as they collaborate with their Mentors.

Scaffolded Solutions Mentor and Protégé training was selected for schools in the Eastside Promise Neighborhood as well as Connell Middle School and Davis Middle School who use the Charlotte Danielson Framework. This program provides face-to-face mentoring, as well as an on-line support program featuring mentor and protégé modules, webinars, and other collaborative activities for the Mentor and Protégé.

### **New Teacher Newsletter and Mentor Flyer**

These monthly newsletters promote communication and insight into information that is of interest to new teachers and mentors, including the latest additions to support and training sessions. These newsletters and flyers are distributed electronically from the office of the Administrative Officer, Educator Quality, as well as posted on our Human Resources webpage in order to reach a wider audience.

### **Returning Educators Continuing Academic Partnership (RECAP) Program**

This program is designed to assist new teachers, or identified experienced teachers, with developing and mastering Best Teaching Practices in the classroom. The goal is to provide an additional level of experienced support provided by retired educators for new and veteran

teachers. This support can help improve teacher, and ultimately, student, performance. Other benefits may be to improve morale and decrease teacher attrition rates.

### **Rising Star New Teacher Awards**

New teachers with exemplary performance throughout the school year are recognized by their principals and peers at an end-of-the-school-year Rising Star awards ceremony. This is an annual event that honors new teachers for their commitment, passion, and dedication to the profession, their campus, and their students.

### **TEACHER RECRUITMENT**

On average the District has approximately 300 teacher vacancies each summer. During the summer following the 2014-2015 school year, nearly 500 teachers separated from the district through retirement or resignation. This volume of separations created significant numbers of vacancies, many in critical-needs areas. Traditionally, the school year has started with fewer than 20 teacher vacancies. For the 2012-2013, 2013-2014, 2014-2015, and 2015-2016 school years, despite the historic number of separations, the district started school with zero teacher vacancies. This accomplishment led to special recognition of the Department by the Superintendent and Board of Trustees following the Summers of 2013 and 2014.

To address the hiring needs of the district, the Human Resources Department utilizes a number of recruiting sources, including:

- Walk-Ins
- TalentEd
- Local / State / Out of State Job Fairs
- District Job Fairs
- Student Teachers

- Alternative Certification Programs (ACPs)
- Teach For America
- Project A.I.R.S.

The increase in traditional education programs and alternative certification programs within the state has increased the number and diversity of applicants. The Human Resources advertising campaign efforts have also contributed to the increased number and diversity of applicants. The HR Department uses a wide variety of advertising mediums to attract high quality candidates, to include: social media (Facebook, LinkedIn and Twitter), online job search engines (Monster.com, TASA.net.org, TASBO.org, TASSP.org, TMEA.org, TASP.A.org, iCoachUSA.com, etc.), newspapers, radio, and television advertising. Advertising venues are regularly evaluated for effectiveness and marketing campaigns are initiated seasonally and on an as-needed basis.

The District, as approved by the Texas Education Agency, has identified the following

“Critical Needs” areas for teachers:

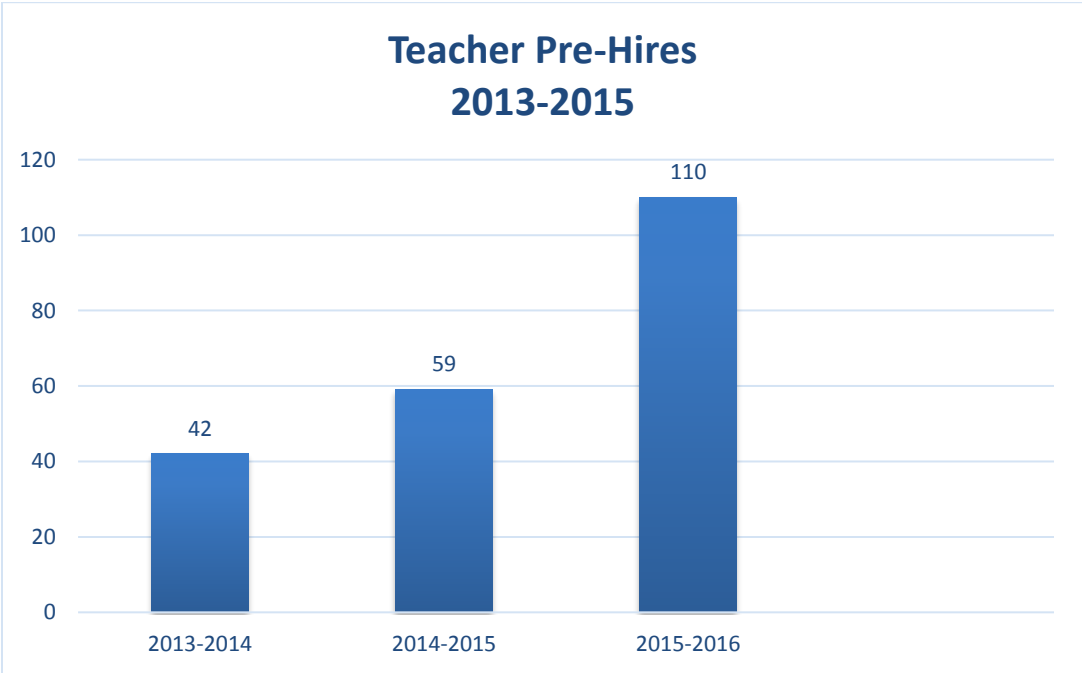
- Secondary Math
- Secondary Science
- Special Education
- Foreign Language
- EC-6 Bilingual
- 4-8 Bilingual
- English as a Second Language (ESL)

In 2010-2011 SAISD Human resources put into practice revised hiring processes and research-based screenings and interview protocols to ensure that all new employees meet the hiring standards of district. Job Descriptions are updated in collaboration with appropriate district departments on an annual basis, and interview questions are then aligned to the requirements of each revised job description. The department utilizes an online application system to

facilitate the hiring process for all departments. Recruiters adhere to hiring procedures outlined in the Human Resources Manual to ensure the selection of qualified candidates for each position in the district. Additionally, the Human Resources Department coordinates efforts with appropriate district departments to ensure that the integrity of the district’s hiring process is maintained.

**PRE-HIRING: HIRING THE BEST TEACHERS EARLY**

HR Hiring Administrators focus on hiring excellent teacher candidates early in the school year for the following year. Throughout the Fall and early Spring, recruiters actively seek high quality teachers at state-wide job fairs, through university alumni groups, year-long applications, and student-teacher pools. The emphasis on pre-hiring excellent teachers requires close coordination and careful projections of potential vacancies through an examination of prior-years’ separation/hiring data and student enrollment trends. The District’s commitment to pre-hiring quality teachers has increased since 2013, as reflected in the following chart:



**PRE-HIRES BY CERTIFICATION**

**2013-2014**

Bilingual	11
-----------	----

EC-6	14
Special Ed	10
Music	2
Sci 4-8	1
ELAR 4-8	1
Math 8-12	1
ELAR 8-12	1
Soc 8-12	1
<b>Total</b>	<b>42</b>

GEC EC-6	17
Gen 4-8	4
SpeEd	6
Soc Stu 8-12	2
Science 8-12	3
Math 8-12	1
ELAR 8-12	4
Art	1
Music	1
PE	1
<b>Withdrawn</b>	<b>2</b>
<b>Total</b>	<b>61</b>

**2014-2015**

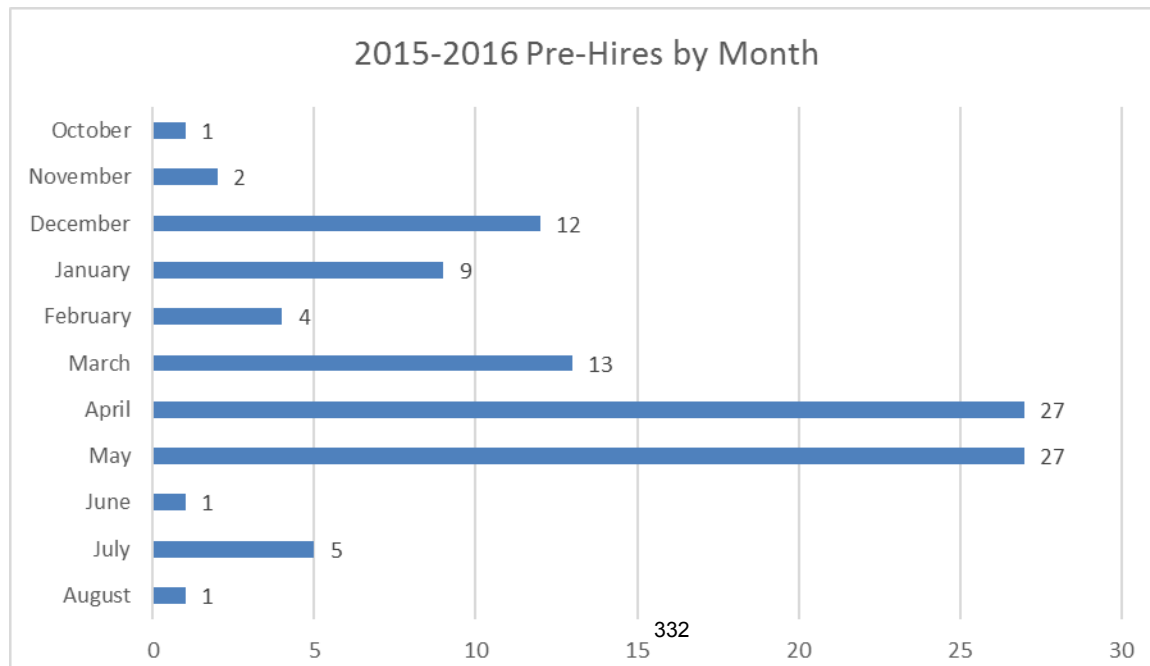
Bilingual	19
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**2015-2016**

Bil EC-6	10
Gen EC-6	34
Gen 4-8	3
Math/Sci 4-8	1
Math 4-8	3
Sci 4-8	1
PE	1
Art	5
Spanish	1
SpEd	8

Music	1
Soc 8-12	4
Sci 8-12	2
Math 7-12	4
ELAR 8-12	4
History 8-12	1
ESL	1
<b>Withdrawn</b>	<b>26</b>
<b>Total</b>	<b>110</b>

Historically, pre-hires are secured primarily in the spring during the most active recruiting months. In alignment with the District goals, the HR Department will be focusing extensive efforts to pre-hire quality teaching candidates much earlier in the hiring season. The following shows pre-hires numbers by calendar month:



## **TEACH FOR AMERICA**

In 2010, SAISD entered into contractual agreement with Teach for America. Since the 2010-2011 school year, SAISD has hired 507 TFA Teachers. The following information details the number of teachers hired and the number who remain with the District:

TFA Cohort	Number Hired	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Remaining	Turnover Rate YTD
<b>Cohort 1</b> 2010-11	100	93	86	41	17	13	10 (YTD)	10	90%
<b>Cohort 2</b> 2011-12	66	61	58	17	8	7 (YTD)		7	89%
<b>Cohort 3</b> 2012-13	109	102	95	34	16 (YTD)			16	85%
<b>Cohort 4</b> 2013-14	105	95	92	37 (YTD)				37	65%
<b>Cohort 5</b> 2014-15	79	72	67 (YTD)					67	15%
<b>Cohort 6</b> 2015-16	48	47 (YTD)						47	2%
<b>Total</b>	<b>507</b>							<b>184</b>	<b>64%</b>

\*As of October 19, 2015

#### SOURCES FOR ANNOUNCING JOB VACANCIES

- SAISD.net
- TASA (Texas Association of Secondary Administrators)
- TMEA (Texas Music Educators Association) {Fine Arts included}
- TASSP (Texas Association Secondary School Principals)
- Workforce Solutions
- ACCD Job Link Career Placement Centers
- University Career Centers
- Job Boards (Craigslist, Monster.com, TAVA.net)
- Flyers
- Radio Announcements
- Newspapers
- Campus Marquees
- TV Commercials
- Banners
- Churches
- Texas High School Coaches Association
- TASBO (Texas Association of School Business Officials)

- TASPA (Texas Association of School Personnel Administrators)
- SAAPA (San Antonio Association of Personnel Administrators)
- Social Media (Facebook, Twitter, LinkedIn)
- State Bar of Texas
- Texas Health Occupations Association (<http://thoainc.org/>)
- Texas Library Association
- Texas Municipal Police Association
- Texas High School Athletic Director Association
- Council of Great City Schools

### **PARAPROFESSIONAL RECRUITMENT**

Paraprofessionals include the following job categories:

- Instructional Assistants: PE, PK, Head Start, Bilingual, Student Support Personnel (SSP's), computer lab, health assistants, deaf interpreters, mariachi, child care providers\*, etc. \*This position requires a high school diploma or the equivalent. All other instructional assistant positions require a minimum of 48 college level hours from an accredited university or college.
- Clerks: SEMS/SERS clerks, attendance clerks, parent & family liaisons, data clerks, secretaries, bookkeepers, registrars, etc.

Critical shortage areas in the paraprofessional employee category include:

- Deaf Interpreter
- Special Education Instructional Assistant
- Brailist
- MHA

The paraprofessional employee recruitment and advertising venues include:

- Walk-ins
- TalentEd
- City-Wide Job Fairs
- Community Colleges
- Workforce Solutions
- San Antonio Military Job Fairs
- District Job Fairs



- Advertisements (newspapers, radio, TV, churches, etc.)
- Substitute Teacher pool
- Monster Job Board – San Antonio Express News

### **PARAPROFESSIONAL CAREER PATH ADVANCEMENT**

Paraprofessionals who work as instructional assistants have the opportunity to apply for teaching positions within the school district. This “Grow Our Own” initiative results in instructional assistants and substitute teachers becoming certified teachers in SAISD. Career Pathways and Advanced Degree Fair occur in the Spring in conjunction with Project A.I.R.S. Paraprofessionals will be invited to the Career Pathways event and be given the opportunity to meet with the teacher recruiters, Alternative Certification Programs (ACPs), and administrators during an invited session. They will be provided time to explore options on the path to becoming teachers.

SAISD works in collaboration with the City of San Antonio to provide free classes for Head Start Assistants to earn their Child Development Associates credential (CDA).

Part time clerical applicants enter into their careers with SAISD to hone their skills and advance to full time employment as attendance clerks, data clerks, department secretaries, administrative and executive secretaries. These posted positions provide opportunities for upward mobility for this group of employees.

Substitute Teacher Professional Learning Opportunities:

- Substitute Teacher Training Manual

The six module training serves a guide for our active and new substitute teachers. The training provides our substitute teachers with relevant information, professional expectations, learning concepts and activities, providing them the resources to successfully implement the district policies, programs and procedures.

The six substitute training modules include the following:

- I. District Information
- II. Professional Expectations and Standards
- III. Professional Ethics and Policies
- IV. Role of the Teacher
- V. Instructional Strategies
- VI. Classroom Management

- Monthly New Substitute Teacher Orientation
- Annual Substitute Teacher Conference
- Annual Special Education Training

#### **SUBSTITUTE RECRUITMENT**

The SAISD has over 1068 active substitutes in the system. The category of substitutes includes: substitute teacher, teacher assistant and part-time positions. The recruitment venues for substitutes include:

- Walk-ins
- TalentEd
- City-Wide Job Fairs
- Community Colleges
- Advertisements
- San Antonio Military Job Fairs
- District Job Fairs
- SAISD Council of PTA
- Churches
- Workforce Solutions

#### **Substitutes Initiatives 2009-2014**

The Human Resources Department has experienced a decrease in the number of substitute teachers in the pool since the implementation of fingerprinting in 2008. The

initiatives below have been implemented to hire, maintain and increase the number of substitute teachers in our active pool.

- Administer survey to principals to ascertain challenges in securing substitute teachers
- Develop a Grow Your Own Initiative – recruit prospective subs at the campus level
- Recruit from the new applicant pool and the retirement pool of employees
- Tailor the Substitute Teacher Orientation sessions to meet the needs of the substitutes
- Extend the partnership with the Texas Work Source; post flyers to recruit substitute teacher candidates
- Advertise in local news publications and with local media outlets
- Disseminate flyers at the SAISD Council of PTA Meetings
- Recruit from local colleges/universities and Alternative Certification Programs
- Recruit local fire fighters
- Distribute recruiting flyers at the monthly SAARTA (San Antonio Area Retired Teacher Association) Meetings
- Recruit local fire fighters
- Distribute recruiting flyers at the monthly SAARTA (San Antonio Area Retired Teacher Association) Meetings

### **CLASSIFIED RECRUITMENT**

There are multiple departments that are encompassed under the Classified employee category to include the Police Department, Food and Child Nutrition Services, Plant Operations, Plant Services, and Transportation. The hiring cycle begins July 1<sup>st</sup> of each school year, and ends on June 30<sup>th</sup>.

The Classified employee recruitment and advertising venues include:

- Walk-ins
- TalentEd
- City-Wide Job Fairs
- Community Colleges

- Texas Workforce Solutions
- San Antonio Military Job Fairs
- District Job Fairs
- Advertisements (newspaper, banners, bus wraps, bus stop posters, campus marquees, flyers, radio broadcast, internet job boards, and Search Engine Optimization (SEO) in Google)
- City-sponsored or school-sponsored parent/citizens venues, i.e. PTSA
- Food Service Substitute pool

### **Sources for Announcing Job Vacancies**

#### Advertisement Campaigns

- Social Media (Facebook, Twitter, YouTube...)
- Song (Chicken Dance for Bus Drivers)

The critical shortage areas in the Classified employee category include:

- |                        |                   |
|------------------------|-------------------|
| • Bus Driver Assistant | • Bus Driver      |
| • Journeyman Mechanic  | • Journeyman HVAC |

### **CLASSIFIED CAREER PATH ADVANCEMENT**

In all employment categories there exist career path advancement opportunities. Employees interested in advancing must apply and meet the minimum standard requirements to be considered for the position.

A career path is available in the Food & Child Nutrition department. Employees may begin their career in food services by starting as a Food Service substitute, be hired as full-time cook, seek promotion by applying for an Assistant Manager or the Manager Internship Program and ultimately be promoted to Food Service Manager at the elementary, middle or high school levels.

Managers may continue their advancement to the level of Supervisor or Director of Food Services.

In Plant Operations, all new custodians and porters start and are trained at Plant Operations under the supervision of crew leaders and area supervisors. Once trained, a custodian or porter will be placed at a campus as vacancies occur. The opportunities for job advancement for custodians and porters includes advancing into a crew leader, assistant head custodian, head custodian at elementary schools and special campuses, and head custodian at middle and high schools. Advancement is based on demonstrated job knowledge, leadership ability and experience. Additionally, there are some opportunities to advance into area supervisor positions, Assistant Director or Director positions in Plant Operations.

In the Transportation department, the entry level position is bus monitor. Those wishing to advance may apply for bus assistant, which would require some driving. Employees are provided with training to assist them in obtaining their commercial driver's license, which is required to become a bus driver. Other department advancement opportunities within the Transportation department include clerical, route coordinator, route supervisor, trainer/ supervisor, and director.

There are many advancement opportunities within the Police Department. Employees may begin their law enforcement career as telecommunicators. If they wish to become a police officer, resources regarding obtaining a TCLEOSE certification are available. Police Officers seeking advancement may apply for sergeant or lieutenant positions as they become available.

With Plant Services, employees may also begin their career with SAISD in a trade helper or assistant position and later have growth opportunity for advancement to a journeyman position. The job posting process opens avenues for employees to advance and seek promotional supervisory level positions which may lead to assistant foreman, shop foreman status or other upper management levels.

## EMPLOYEE RETENTION

Retaining our best and most successful employees is a critical function of the Human Resources Department. Understanding the factors that contribute to employee satisfaction is important to the promotion of a productive and healthy organization. Through the use of electronic exit surveys, the Human Resources Department establishes and gauges baseline data that specifically identifies reasons employees leave the district. Understanding reasons for employee separation allows the district to target retention strategies. Current employee retention strategies include:

- Evaluating alternative certification programs' effectiveness
- Recognize new teachers through Rising Star New Teacher awards
- Analysis of exit surveys provided by separating and retiring personnel
- Promoting social security as a retention benefit. (SAISD is one of few districts that offers a social security in addition to Teacher Retirement)
- Monitoring competitive salaries through routine review of surrounding district's pay scales and market comparisons for non-instructional positions
- Providing professional development opportunities for employees
- Providing a benefit-rich health and dental insurance program with a \$0.00 premium option for employees only coverage

Comparison data indicates that teacher attrition in SAISD is consistently lower than state averages; however, remains a point of focus in both recruitment and retention efforts.

School Year	District	State
2013-2014	15.9%	16.2%
2012-2013	13.9%	15.3%
2011-2012	11.8%	12.6%
2010-2011	13.4%	11.9%
2009-2010	11.6%	11.8%
2008-2009	14%	14.7%
2007-2008	12.4%	15.2%

2006-2007	13.2%	15.6%
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Source: TEA AEIS/Texas Academic Performance Report (TAPR)

Data for the 2013-2014 school year shows that the majority (54%) of teacher resignations occur from first and second year teachers. Of the 333 teachers that resigned in 2013-14, 83 first year teachers resigned (25%) and 98 second year teachers resigned (29%).

### **SAISD BENEFITS PLANS**

Highlights of the United Healthcare Medical and Dental Benefit Programs for 2015-2016:

The 2015-2016 year will be the second year with United Healthcare Fully Insured Medical and Self-Funded Dental Benefit Programs that became effective November 1, 2014. Below are the highlights of the benefit programs:

#### **Medical Plan Highlights 11/1/15-10/31/16:**

- \$0.00 option for **“employee only coverage”** EPO 3000 plan (approximately 10% of employee population)
- \$0.00 co-pay for primary care physician office visit for dependent children under the age of 19
- \$35 co-pay for primary care physician and same co-pay for Premier Tier (1) Specialists
- \$25 co-pay for second tier prescription drugs (currently \$40 co-pay)
- \$50 co-pay for third and fourth tier prescription drugs (currently \$65 and \$100 co-pay)
- Co-pays and deductibles apply towards out-of-pocket maximums
- HMO does not require the selection of a primary care physician
- HMO is not restricted to the Bexar county area
- Wellness program with immediate incentives valued up to \$200 for employee and/or spouse covered members
- Full time on-site customer service representative and Wellness Coordinator
- Medical plan offers five (5) plan options for employees to elect from based on their medical healthcare needs

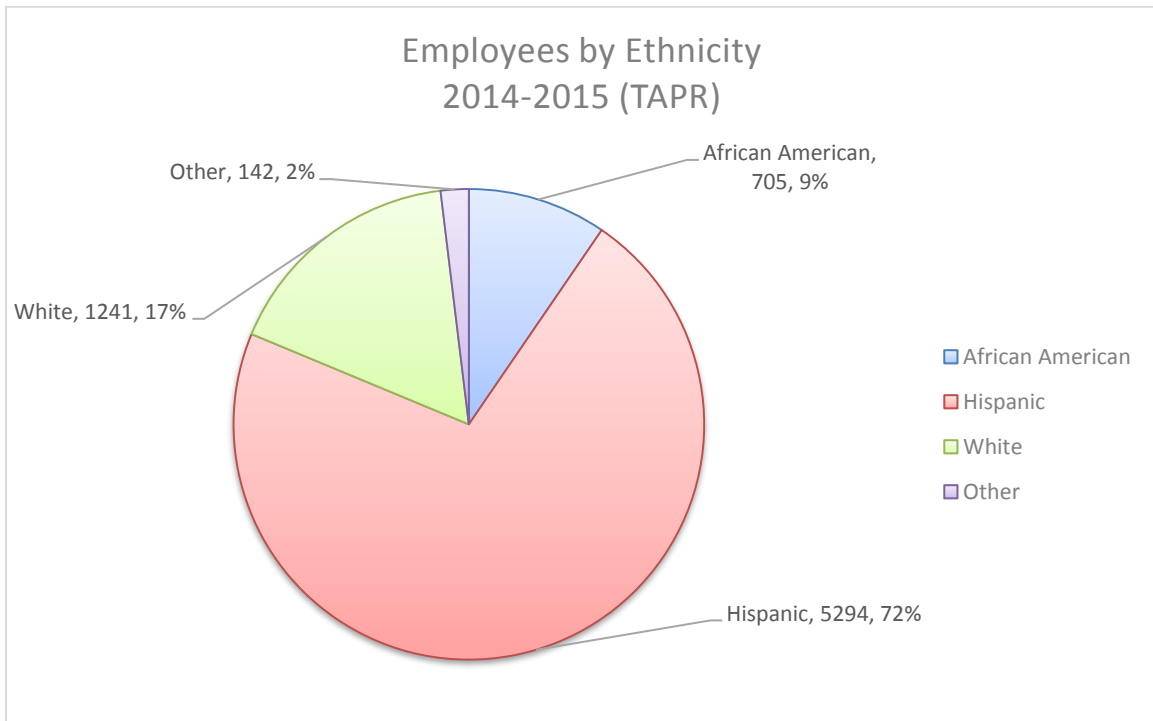
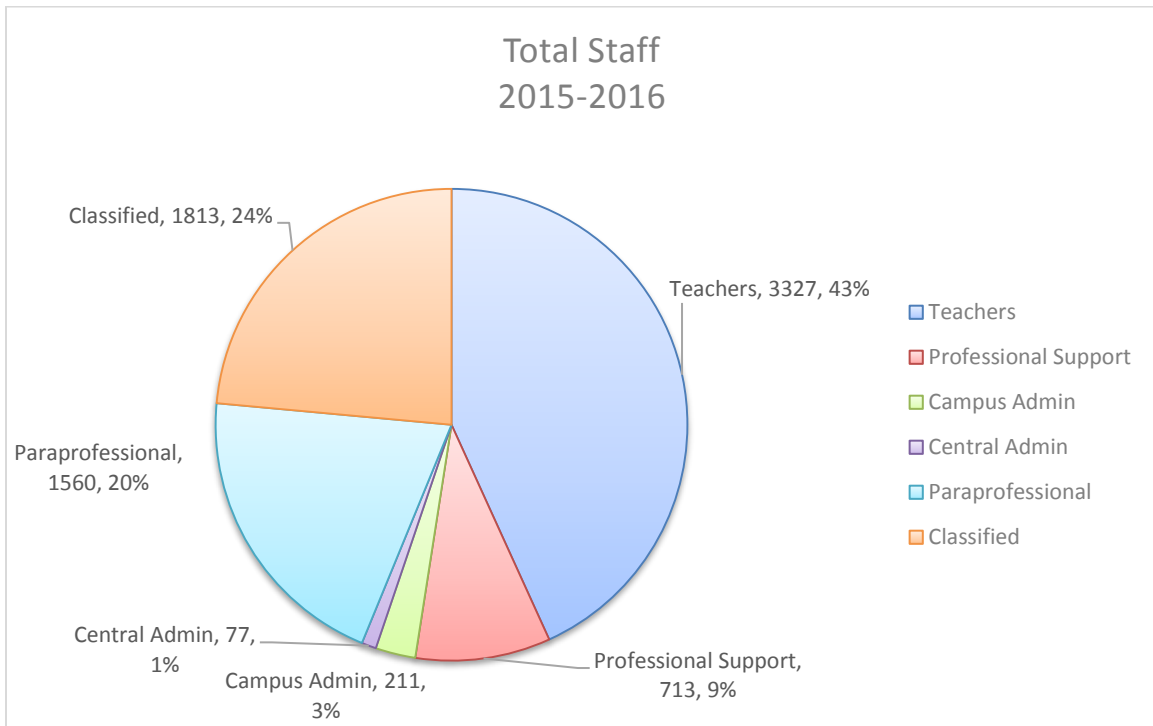
#### **Dental Plan (Self-Funded) Highlights 11/1/15-10/31/16:**

- \$0.00 option for **“employee only coverage”** (approximately **65%** of employee population)
- Dental administrative fees are guaranteed for two years

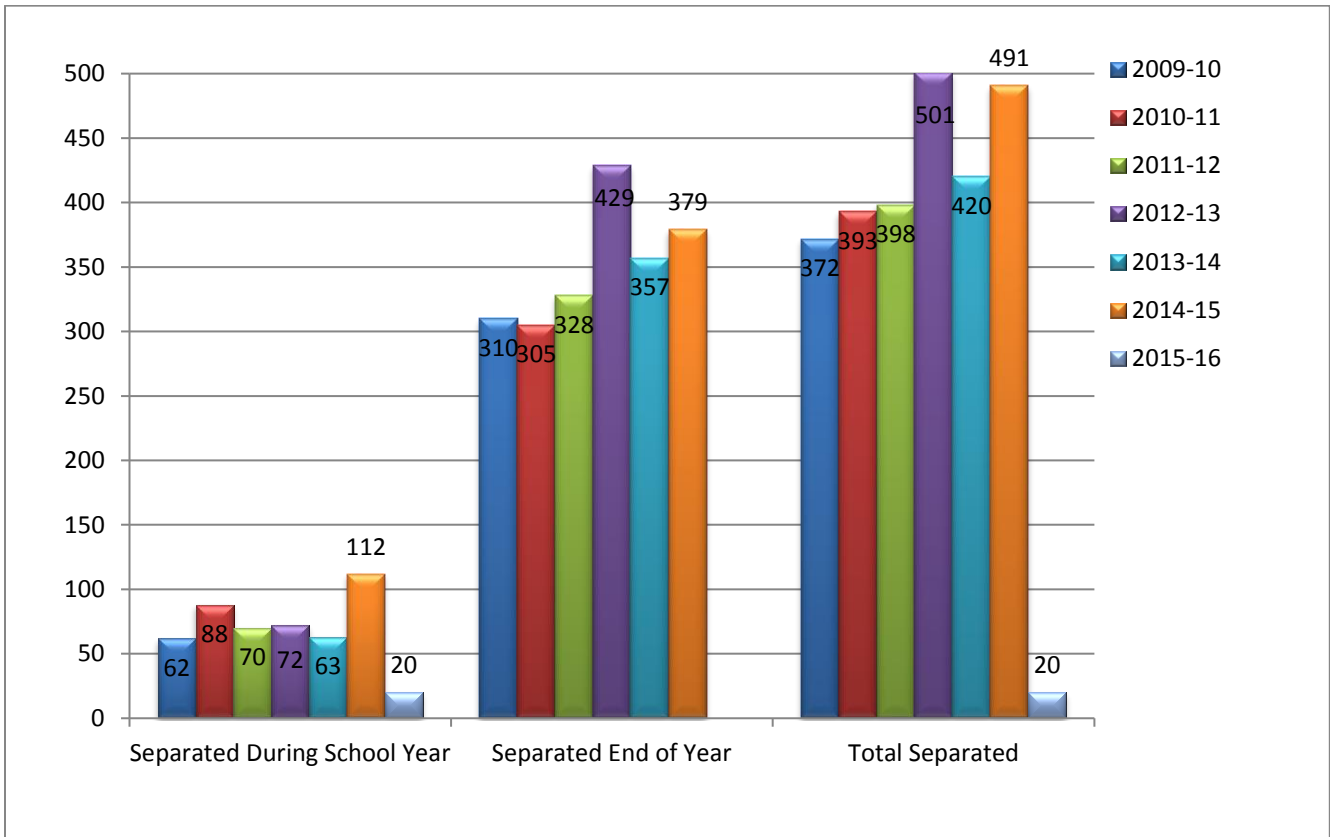
- Deductible is waived for preventative dental services
- Preventative dental services do not reduce the \$1,500 annual maximum per covered member



## DISTRICT STAFF INFORMATION



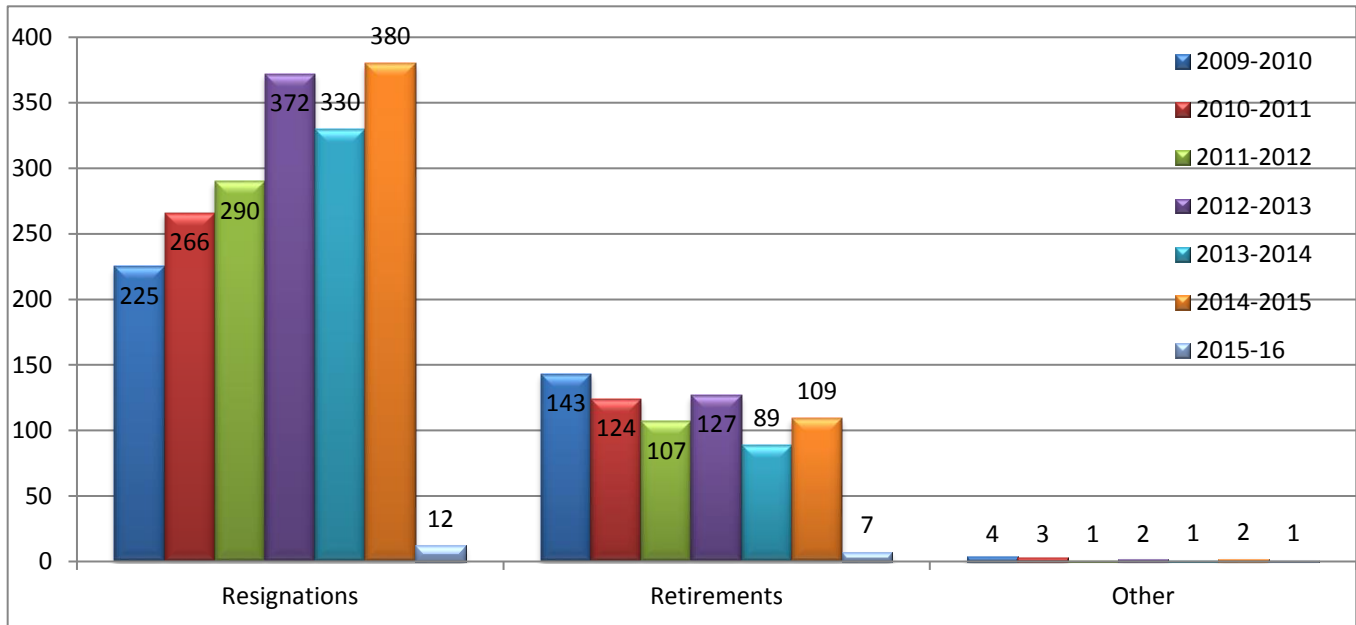
## TOTAL TEACHERS SEPARATED 2009-2015



	Separated During SY	Separated EOY	Total Separated
2009 -2010	62	310	372
2010-2011	88	305	393
2011-2012	70	328	398
2012-2013	72	429	501
2013-2014	63	357	420
2014-2015	112	379	491
2015-2016*	20	-	20

Separation data includes resignations, retirements and other  
Data collected from 8/12/15-9/22/15  
\*Data for 2015-2016 school year is in progress

## TEACHER SEPARATION DATA 2009-2015



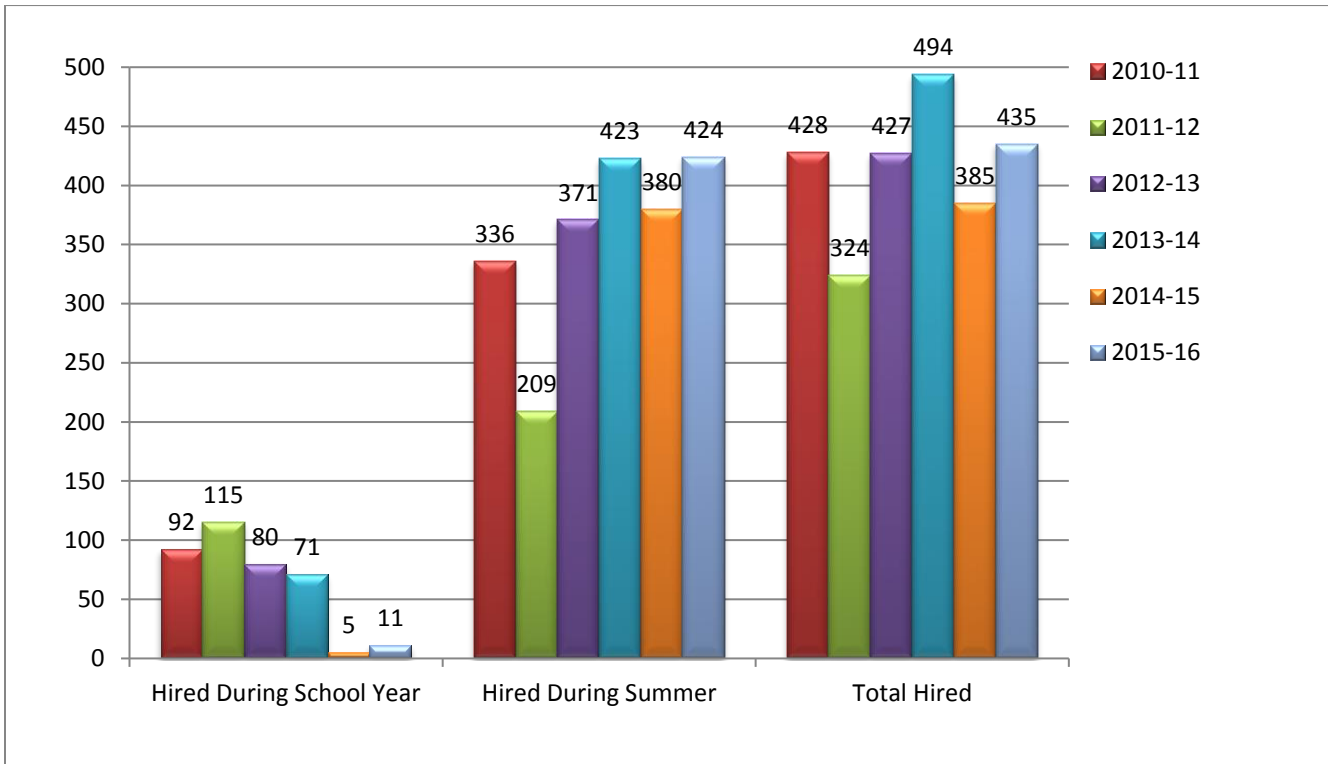
	Resignations	Retirements	Other*	Total
2009-2010	225	143	4	372
2010-2011	266	124	3	393
2011-2012	290	107	1	398
2012-2013	372	127	2	501
2013-2014	330	89	1	420
2014-2015	380	109	2	491
2015-2016	12	7	1	20

Resignation/Retirement data reflects all resignations/retirements, including during year and end of year.  
\*Reflects termination and/or death

## 2014-15 Teacher Resignations by Years of Experience

Started School Year with Years Experience	Elementary School	Middle School	High School	Department	Total
0	31	33	16	1	81
1	40	21	16	1	78
2	20	13	6	0	39
3	19	6	4	0	29
4	13	6	8	0	27
5	5	6	8	0	19
6	9	3	5	0	17
7	9	1	5	0	15
8	11	0	4	0	15
9	5	3	1	0	9
10	4	2	1	0	7
11	3	1	1	0	5
12	4	2	1	0	7
13	0	1	1	0	2
14	2	0	1	0	3
15	4	2	0	0	6
16	4	0	0	0	4
17	0	0	0	0	0
18	0	0	1	0	1
19	1	0	0	0	1
20	6	3	3	0	12
<b>Total</b>	<b>189</b>	<b>106</b>	<b>83</b>	<b>2</b>	<b>380</b>

### TOTAL TEACHERS HIRED 2010-2015



	Hired During the SY	Hired Summer	Total Hired
2010-2011	92	336	428
2011-2012	115	209	324
2012-2013	80	371	427
2013-2014	71	423	494
2014-2015	119	380	499
2015-2016	11	424	435

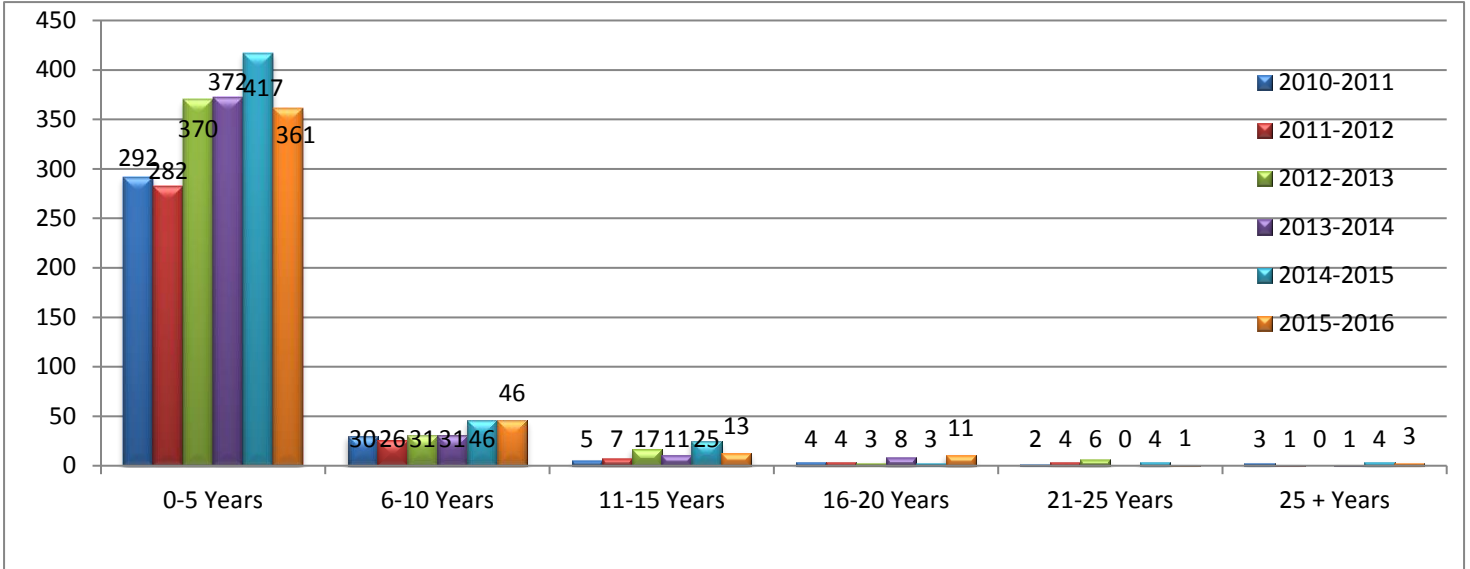
Professional data was collected from:  
 6/6/15-8/23/15 hired in summer for the 2015-2016 school year  
 8/24/15-9/22/15 hired during the school year

### HIRE COUNTS BY CONTENT FOR 2010-2015

Content	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Head Start Reg	11	14	9	8	14	6
Head Start Bil	0	5	4	2	3	1
1 <sup>st</sup> Reg	11	7	7	14	21	19
1 <sup>st</sup> Bil	4	1	3	9	3	6
2 <sup>nd</sup> Reg	16	16	9	12	18	13
2 <sup>nd</sup> Bil	5	3	2	8	6	3
3 <sup>rd</sup> Reg	17	5	22	14	23	17
3 <sup>rd</sup> Bil	5	5	6	9	6	5
4 <sup>th</sup> Reg	17	14	12	28	21	31
4 <sup>th</sup> Bil	4	4	8	8	11	4
5 <sup>th</sup> Reg	21	17	20	17	14	20
5 <sup>th</sup> Bil	7	4	5	6	12	10
6 <sup>th</sup> grade	5	12	12	2	11	6
7 <sup>th</sup> grade	1	7	1	4	0	1
8 <sup>th</sup> grade	1	1	0	1	3	2
English	14	10	22	39	17	25
Math	24	26	24	24	29	29
Science	21	18	21	34	20	31
Social Studies	12	13	20	23	14	17
Fine Arts	20	20	33	36	17	10
PE	8	8	9	11	12	15
OCI	0	2	4	1	3	2
Special Education	41	49	47	76	35	54
ESL	6	5	4	11	8	9
Theatre Arts	3	1	2	1?	2	2
Art	7	4	7	4?	4	14
CATE	3	8	16	13	14	14
Technology App	0	2	2	5?	0	3
LOT/ROTC	0	3	2	5?	3	1
Spanish	6	4	4	5?	1	5
German	0	0	1	1?	0	0
Japanese	1	0	0	1?	0	1
French	0	1	1	2?	0	0
Pre-K Reg	1	10	7	6	7	6
Pre-K Bil	2	3	2	7	2	2
Kinder Reg	23	12	13	22	16	20
Kinder Bil	1	6	6	6	4	4
Title 1	1	1	0	0	0	0
AVID	1	0	0	0	1	0
Alt Ctr	0	0	0	0	0	0
DAEP	7	5	2	1	3	6
Credit Recovery	0	1	0	0	0	1
Health	2	1	0	0	0	0
Academic Mentoring	1	0	0	3	0	0
Teacher At-risk	2	3	0	3	0	2
Speech	2	2	0	0	3	2
Reading	1	0	1	13	2	4
Remedial	0	0	1	2	2	0
Peer Assistant	0	0	0	0	0	1
<b>Total</b>	<b>428</b>	<b>324</b>	<b>427</b>	<b>494</b>	<b>499</b>	<b>424*</b>

\*Data for the 2015-2016 school year is in progress

## NEWLY HIRED TEACHER EXPERIENCE LEVELS 2010-2015



	0-5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	25+ Years
2010-2011	292	30	5	4	2	3
2011-2012	282	26	7	4	4	1
2012-2013	370	31	17	3	6	0
2013-2014	372	31	11	8	0	1
2014-2015	417	46	25	3	4	4
2015-2016*	361	46	13	11	1	3

\*Teachers hired for the 2015-2016 school year – data is in progress

**NEW TEACHER RETENTION  
2014-2015**

	<b>Total Number of Teachers</b>	<b>Resigned Semester 1</b>	<b>Resigned Semester 2</b>	<b>Resigned End of Year</b>	<b>Total Resigned:</b>	<b>Total Retained:</b>	<b>Retention Percentage</b>
<b>Hired with 0 yrs experience</b>	340	24	8	54	86	254	75%
<b>Hired with 1 yrs experience</b>	22	0	5	1	6	16	73%
<b>Hired with 2+ yrs exp.</b>	137	2	2	1	5	132	96%
<b>Total:</b>	499	26	15	56	97	402	81%

**2013-2014**

	<b>Total Number of Teachers</b>	<b>Resigned Semester 1</b>	<b>Resigned Semester 2</b>	<b>Resigned End of Year</b>	<b>Total Resigned:</b>	<b>Total Retained:</b>	<b>Retention Percentage</b>
<b>Hired with 0 yrs experience</b>	330	16	0	23	39	291	88%
<b>Hired with 1 yrs experience</b>	30	0	0	2	2	28	93%
<b>Hired with 2+ yrs exp.</b>	134	2	0	22	24	110	82%
<b>Total:</b>	494	18	0	47	65	429	87%



**2012-2013**

	<b>Total Number of Teachers</b>	<b>Resigned Semester 1</b>	<b>Resigned Semester 2</b>	<b>Resigned End of Year</b>	<b>Total Resigned:</b>	<b>Total Retained:</b>	<b>Retention Percentage</b>
<b>Hired with 0 yrs experience</b>	303	11	1	26	38	265	87%
<b>Hired with 1 yrs experience</b>	13	1	0	2	3	10	77%
<b>Hired with 2+ yrs exp.</b>	111	4	2	16	22	89	80%
<b>Total:</b>	427	16	3	44	63	364	85%

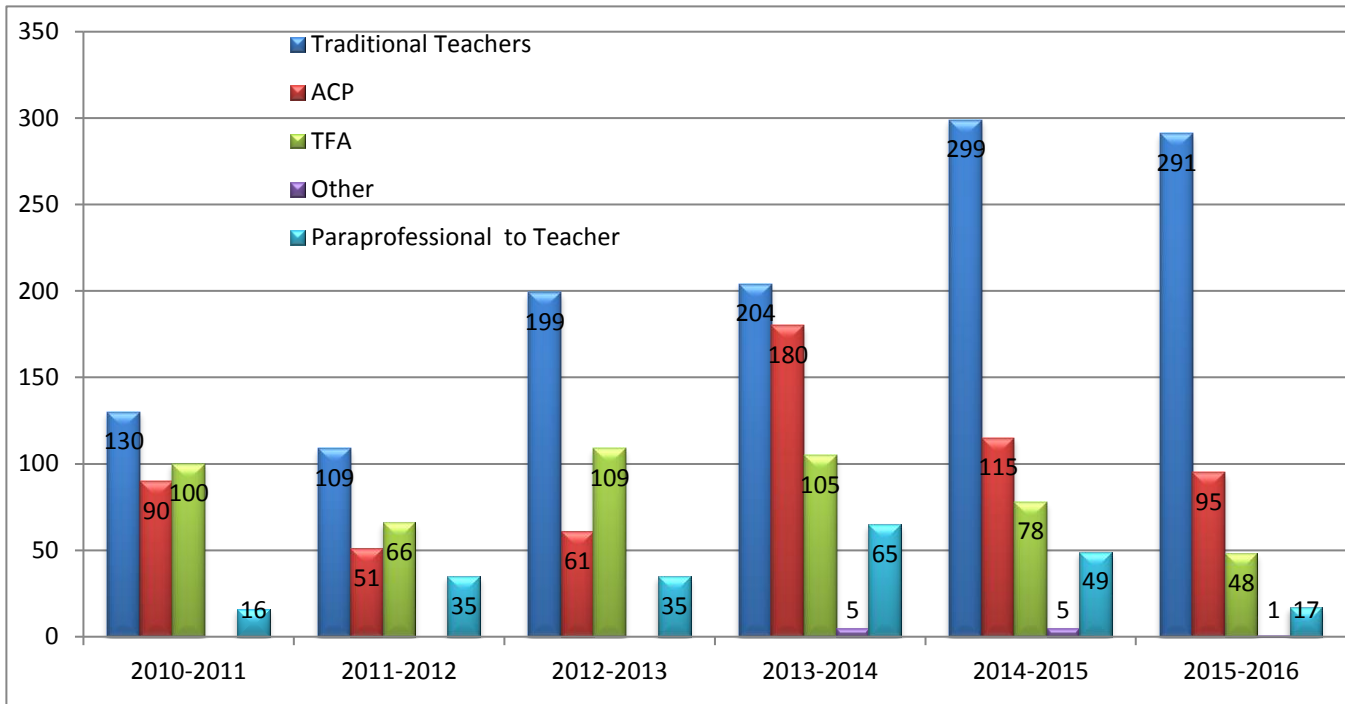
**NEW TEACHER RETENTION  
2011-2012**

	<b>Total Number of Teachers</b>	<b>Resigned Semester 1</b>	<b>Resigned Semester 2</b>	<b>Resigned End of Year</b>	<b>Total Resigned:</b>	<b>Total Retained:</b>	<b>Retention Percentage</b>
<b>Hired with 0 yrs experience</b>	221	10	4	29	43	186	81%
<b>Hired with 1 yrs experience</b>	22	0	0	2	2	20	99%
<b>Hired with 2+ yrs exp.</b>	81	5	0	11	16	65	80%
<b>Total:</b>	324	15	4	42	61	271	82%

**2010-2011**

	<b>Total Number of Teachers</b>	<b>Resigned Semester 1</b>	<b>Resigned Semester 2</b>	<b>Resigned End of Year</b>	<b>Total Resigned:</b>	<b>Total Retained:</b>	<b>Retention Percentage</b>
<b>Hired with 0 yrs experience</b>	282	14	4	23	41	241	85 %
<b>Hired with 1 yrs experience</b>	30	0	1	4	5	25	83%
<b>Hired with 2+ yrs exp.</b>	126	5	2	10	17	109	87 %
<b>Total:</b>	438	18	7	37	62	375	86 %

## HIRING SOURCES FOR TEACHERS 2009-2015



	Standard Certified	ACP	TFA	Other*	Paraprofessionals to Teachers**	Total***
2010-2011	130	90	100	-	16	320
2011-2012	109	51	66	-	35	324
2012-2013	199	61	109	-	35	369
2013-2014	204	180	105	5	65	494
2014-2015	299	115	78	5	49	499
2015-2016	291	95	48	1	17	435

\*Emergency permits (ROTC)

\*\*Paraprofessionals to Teacher numbers are reflected in the Traditional/ACP totals

\*\*\*Data collected for the 2015-2016 school year collected from 6/6/15-9/22/15

## RECRUITING VENUES

<p><b>2010-2011</b></p>	<p><b>Fall 2010</b></p> <p>Job Fairs and Conferences:</p> <ul style="list-style-type: none"> <li>• St. Mary's</li> <li>• Region 20</li> <li>• ACT – San Antonio Job Fair</li> <li>• Texas A&amp;M College Station</li> <li>• Texas A&amp;M Kingsville</li> <li>• Texas State University</li> <li>• UT-Austin</li> <li>• UTSA</li> <li>• Texas A&amp;M Corpus Christi</li> <li>• UTB/TSC</li> <li>• TWU/UNT</li> </ul>	<p><b>Spring/Summer 2011</b></p> <p>Job Fairs and Conferences:</p> <ul style="list-style-type: none"> <li>• Baylor University</li> <li>• Mary Hardin-Baylor</li> <li>• Trinity University</li> <li>• TCU</li> <li>• UIW</li> <li>• UT-Pan Am</li> <li>• UT-Austin</li> <li>• Texas State University</li> <li>• UTSA</li> <li>• OLLU</li> <li>• Texas A&amp;M Kingsville</li> <li>• Texas A&amp;M Corpus Christi</li> <li>• Texas A&amp;M University</li> <li>• Prairie View A&amp;M</li> <li>• ACT – San Antonio Job Fair</li> <li>• UTB/TSC</li> <li>• Texas Teachers Job Fair</li> <li>• Region 20 Job Fair</li> </ul>
<p><b>2011-2012</b></p>	<p><b>Fall 2011</b></p> <p>Job Fairs and Conferences:</p> <ul style="list-style-type: none"> <li>• UTSA</li> <li>• TABE</li> <li>• ACCD</li> <li>• Texas State University</li> <li>• Texas A&amp;M Kingsville</li> <li>• UT-Austin</li> <li>• Texas A&amp;M Corpus Christi</li> <li>• TWU/UNT</li> <li>• UTB/TSC</li> </ul>	<p><b>Spring/Summer 2012</b></p> <p>Job Fairs and Conferences:</p> <ul style="list-style-type: none"> <li>• Baylor University</li> <li>• Texas Tech University</li> <li>• University of the Incarnate Word</li> <li>• Trinity University</li> <li>• University of Texas at Brownsville</li> <li>• University of Texas at Pan American</li> <li>• Texas A&amp;M University College Station</li> <li>• Texas State University</li> <li>• University of Texas at Austin</li> <li>• UTSA</li> <li>• Texas A&amp;M Kingsville</li> <li>• Texas A&amp;M Corpus Christi</li> <li>• UNT/TWU</li> <li>• Texas A&amp;M San Antonio</li> <li>• Texas Lutheran College</li> <li>• OLLU</li> <li>• University of Texas at El Paso</li> <li>• SAAPA</li> <li>• SAISD Job Fair – Critical Needs</li> <li>• SAISD Job Fair – General</li> <li>• TFA Job Fair</li> <li>• SAISD Job Fair – Critical Needs</li> </ul>

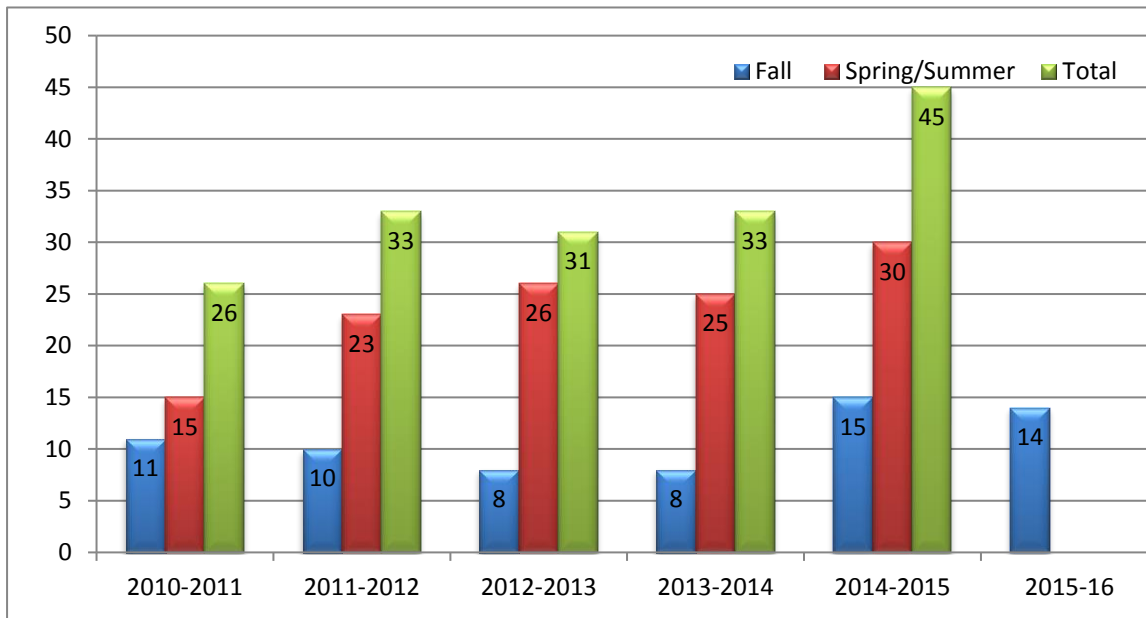
## RECRUITING VENUES

Year	Fall 2012	Spring/Summer 2013
<b>2012-2013</b>	<p>Job Fairs and Conferences:</p> <ul style="list-style-type: none"> <li>• TABE Conference</li> <li>• UTSA</li> <li>• Texas State Univ.</li> <li>• Texas A&amp;M Kingsville</li> <li>• Texas A&amp;M University, CC</li> <li>• University of Texas at Austin</li> <li>• SACCUCA</li> <li>• Lamar University</li> </ul>	<p>Job Fairs and Conferences:</p> <ul style="list-style-type: none"> <li>• Baylor University</li> <li>• Texas Tech University</li> <li>• University of the Incarnate Word</li> <li>• Trinity University</li> <li>• University of Texas at Brownsville</li> <li>• University of Texas at Pan American</li> <li>• Texas A&amp;M University College Station</li> <li>• Texas State University</li> <li>• University of Texas at Austin</li> <li>• UTSA</li> <li>• Texas A&amp;M Kingsville</li> <li>• Texas A&amp;M Corpus Christi</li> <li>• UNT/TWU</li> <li>• Texas A&amp;M San Antonio</li> <li>• Texas Lutheran College</li> <li>• OLLU</li> <li>• University of Texas at El Paso</li> <li>• SAAPA</li> <li>• SAISD Job Fair – Critical Needs</li> <li>• SAISD Job Fair – General</li> <li>• TFA Job Fair</li> <li>• SAISD Job Fair – Critical Needs</li> <li>• Express-News: Mega Job Fair</li> </ul>

Year	Fall 2013	Spring/Summer 2014
<b>2013-2014</b>	<p>Job Fairs and Conferences:</p> <ul style="list-style-type: none"> <li>• Baylor</li> <li>• Sam Houston Univ.</li> <li>• UTSA</li> <li>• Texas State Univ.</li> <li>• Texas A&amp;M Kingsville</li> <li>• Texas A&amp;M University, CC</li> <li>• Texas A&amp;M International Univ.</li> <li>• University of Texas at Austin</li> </ul>	<p>Job Fairs and Conferences:</p> <ul style="list-style-type: none"> <li>• Baylor University</li> <li>• University of the Incarnate Word</li> <li>• Prairie View A&amp;M University</li> <li>• Texas Tech University</li> <li>• University of Texas El Paso</li> <li>• Trinity University</li> <li>• University of Texas San Antonio</li> <li>• University of Texas Brownsville</li> <li>• University of North Texas/Texas Women's University</li> <li>• University of Texas Pan American</li> <li>• Our Lady of the Lake University</li> <li>• Texas A&amp;M College Station</li> <li>• University of Texas Austin</li> <li>• Texas A&amp;M Kingsville</li> <li>• Texas A&amp;M Corpus Christi</li> <li>• Texas State University</li> <li>• SAISD Critical Needs Job Fair</li> <li>• Texas A&amp;M San Antonio</li> <li>• SAAPA Job Fair</li> <li>• SAISD District Job Fair</li> <li>• SA Express News Mega Job Fair</li> <li>• Texas A&amp;M International University</li> <li>• Military Job Fair</li> <li>• Teach For America Job Fair</li> <li>• ESC 20 TOPP Job Fair</li> </ul>

<b>2014-2015</b>	<p><b>Fall 2014</b></p> <p>Job Fairs and Conferences:</p> <ul style="list-style-type: none"> <li>• Baylor University</li> <li>• Sam Houston State University</li> <li>• Texas A&amp;M San Antonio</li> <li>• Texas Association for Bilingual Educators Annual Conference</li> <li>• Texas State University</li> <li>• University of Texas San Antonio</li> <li>• University of Texas Austin</li> <li>• Texas A&amp;M College Station</li> <li>• Texas A&amp;M Kingsville</li> <li>• Texas A&amp;M Corpus Christi</li> <li>• Texas Tech University</li> <li>• Texas A&amp;M International University</li> <li>• University of Texas Brownsville</li> <li>• University of Texas Pan American</li> <li>• East Point/Promise Zone Job Fair</li> </ul>	<p><b>Spring 2015</b></p> <p>Job Fairs and Conferences:</p> <ul style="list-style-type: none"> <li>• Prairie View A&amp;M University</li> <li>• Texas A&amp;M San Antonio Career Fair</li> <li>• University of the Incarnate Word Job Fair</li> <li>• University of Texas Brownsville All Majors Fair</li> <li>• Military Hiring Fair &amp; Veterans Info. Village</li> <li>• TSHA Annual Convention</li> <li>• UIW &amp; OLLU Teacher Job Fair</li> <li>• Our Lady of the Lake University Career Fair</li> <li>• Texas Tech University Education Fair</li> <li>• Texas A&amp;M Commerce</li> <li>• Trinity University Interviews</li> <li>• University of Texas San Antonio</li> <li>• Sam Houston State University</li> <li>• Baylor University Teacher Job Fair</li> <li>• Texas A&amp;M Kingsville</li> <li>• Texas A&amp;M Corpus Christi</li> <li>• Texas State University</li> <li>• Texas A&amp;M University San Antonio Educator Fair</li> <li>• University of Texas Brownsville</li> <li>• University of Texas Pan American</li> <li>• UNT/TWU Education Career Day</li> <li>• TABE – BESO Bilingual Leadership Institute</li> <li>• Texas A&amp;M College Station</li> <li>• University of Texas Austin</li> <li>• University of Texas El Paso</li> <li>• Texas A&amp;M International University</li> <li>• Laredo, Tx Mini Job Fair</li> <li>• McAllen, Tx Mini Job Fair</li> <li>• SAISD Job Fairs</li> <li>• SAAPA Job Fair</li> </ul>
<b>Year</b>	<b>Fall 2015</b>	<b>Spring/Summer 2016</b>
<b>2015-2016</b>	<p>Job Fairs and Conferences:</p> <ul style="list-style-type: none"> <li>• Sam Houston State University</li> <li>• TABE Annual Bilingual Conference</li> <li>• University of Texas San Antonio</li> <li>• Texas State University Job Fair</li> <li>• University of Texas Austin</li> <li>• Texas A&amp;M Kingsville</li> <li>• Texas A&amp;M Corpus Christi</li> <li>• Texas A&amp;M International University</li> <li>• Texas A&amp;M College Station</li> <li>• Univ. of Texas RGV-Brownsville</li> <li>• Univ. of Texas RGV-Edinburg</li> <li>• McNeese State University, Lake Charles Louisiana</li> <li>• Louisiana State-Lafayette</li> <li>• Louisiana State University – Baton Rouge</li> </ul>	

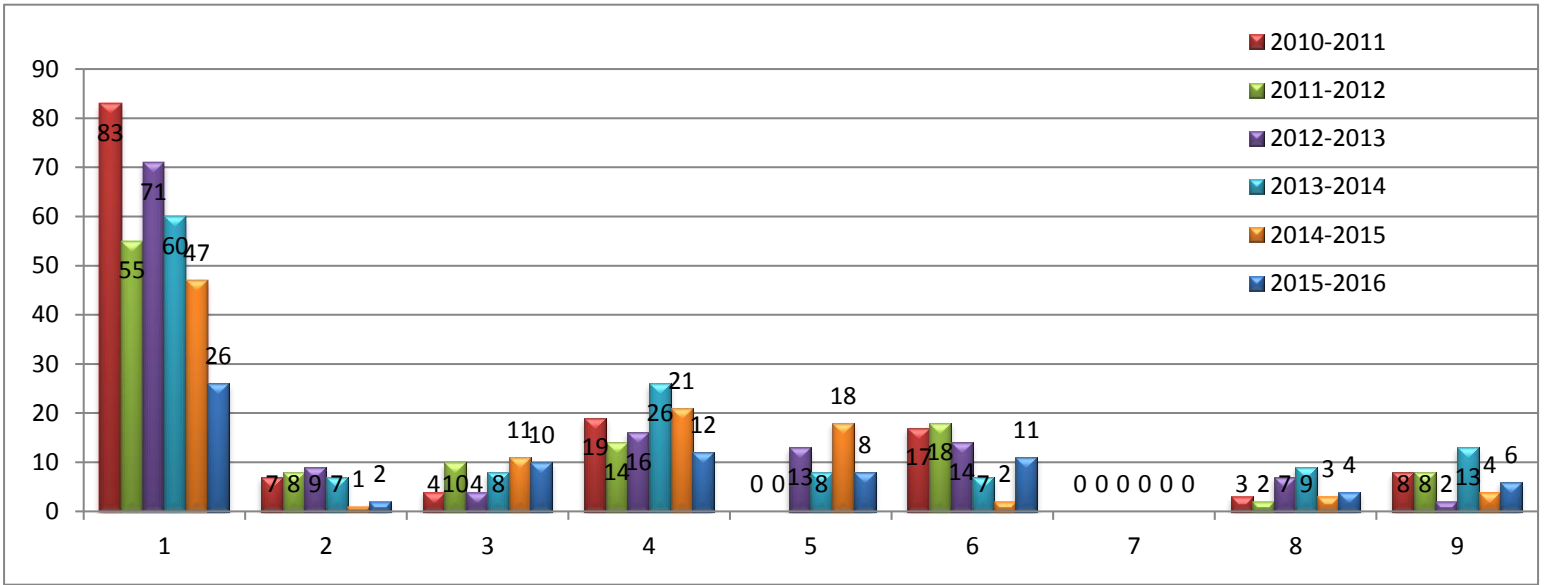
## RECRUITING VENUES 2009-2015



	Fall	Spring/Summer	Total
2010-2011	11	15	26
2011-2012	10	23	33
2012-2013	8	23	31
2013-2014	8	25	33
2014-2015	15	30	45
2015-2016*	14	--	14

\*Data for the 2015-2016 school year is in progress

## UNIVERSITY STUDENT TEACHER PLACEMENTS IN SAISD 2009-2015

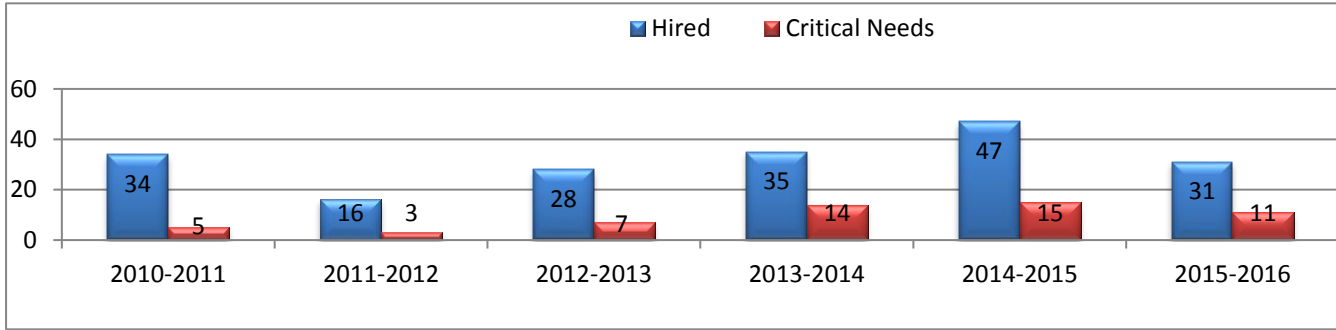


YEAR	UTSA	OLLU	ST. MARY'S	TAMUSA	TAMUSA MSI	UIW	TRINITY	TX STATE	OTHER	TOTAL
2010-2011	83	7	4	19	-	17	0	3	8	141
2011-2012	55	8	10	14	-	18	0	2	8	116
2012-2013	71	9	4	16	13	14	0	7	2	124
2013-2014	60	7	8	26	8	7	0	9	13	133
2014-2015	47	1	11	21	18	2	0	5	4	109
2015-2016*	26	2	10	12	8	11	0	4	6	76

\*Fall Semester



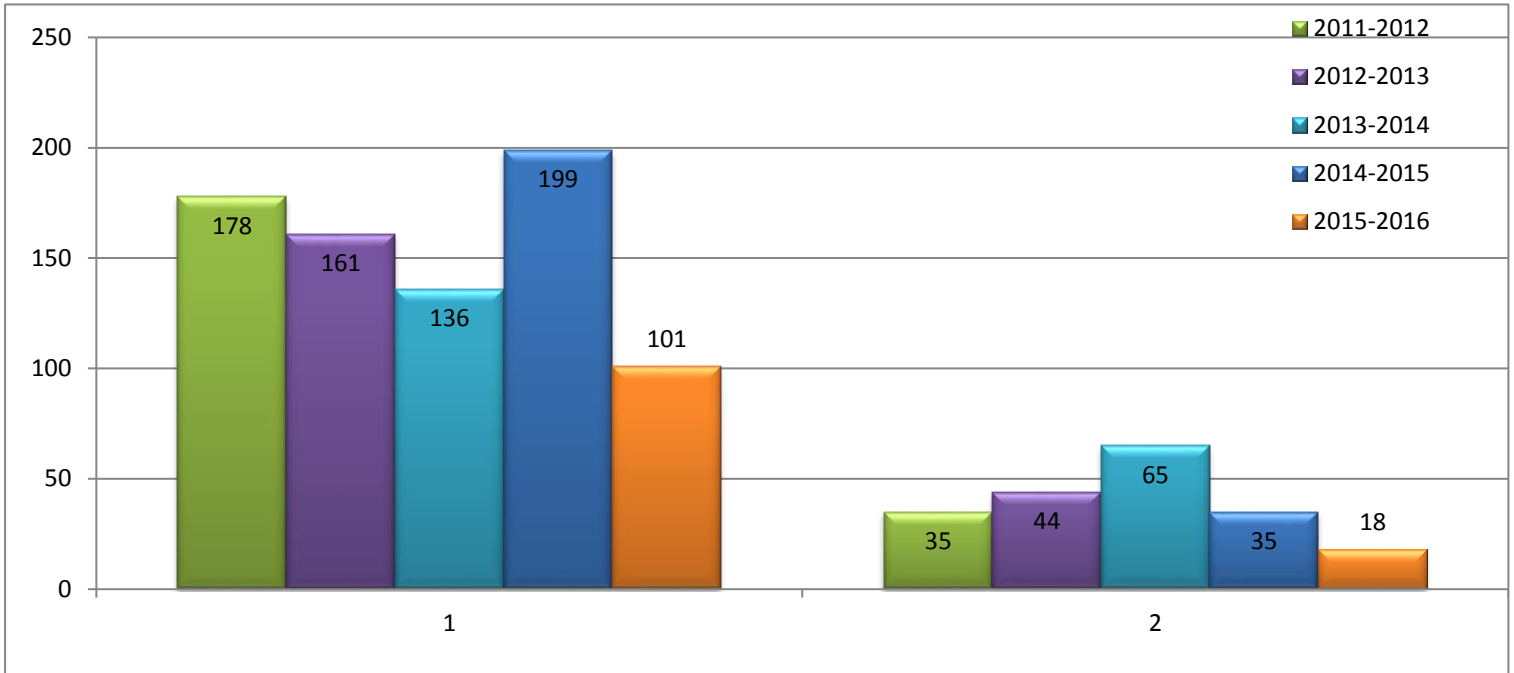
## STUDENT TEACHERS IN SAISD 2009-2015



Student Teachers Hired		
School Year	Critical Needs	Hired
2010-2011	5	34
2011-2012	3	16
2012-2013	7	28
2013-2014	14	35
2014-2015	15	47
2015-2016	11	31

\*Data for the 2015-2016 school year is in progress

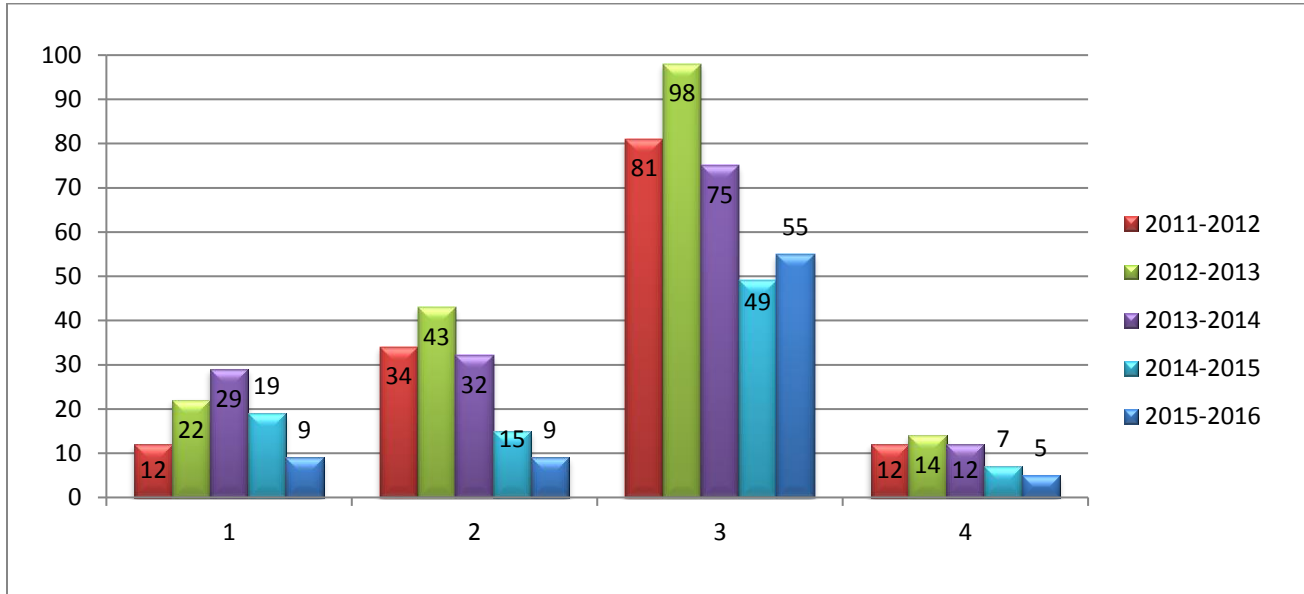
**Overall Paraprofessional Data  
(Instructional / Clerical)  
2011-2016**



	Hired	Hired as Teacher
2011-2012	178	35
2012-2013	161	44
2013-2014	136	65
2014-2015	199	35
2015-2016*	101	17

2014-15 school year dates: 06/07/14 – 06/05/2015  
 \*2015-16 Partial year hiring data only 06/06/2015 – 09/22/15

## Overall NCLB Instructional Paraprofessional Data 2011-2016



### Instructional Assistants

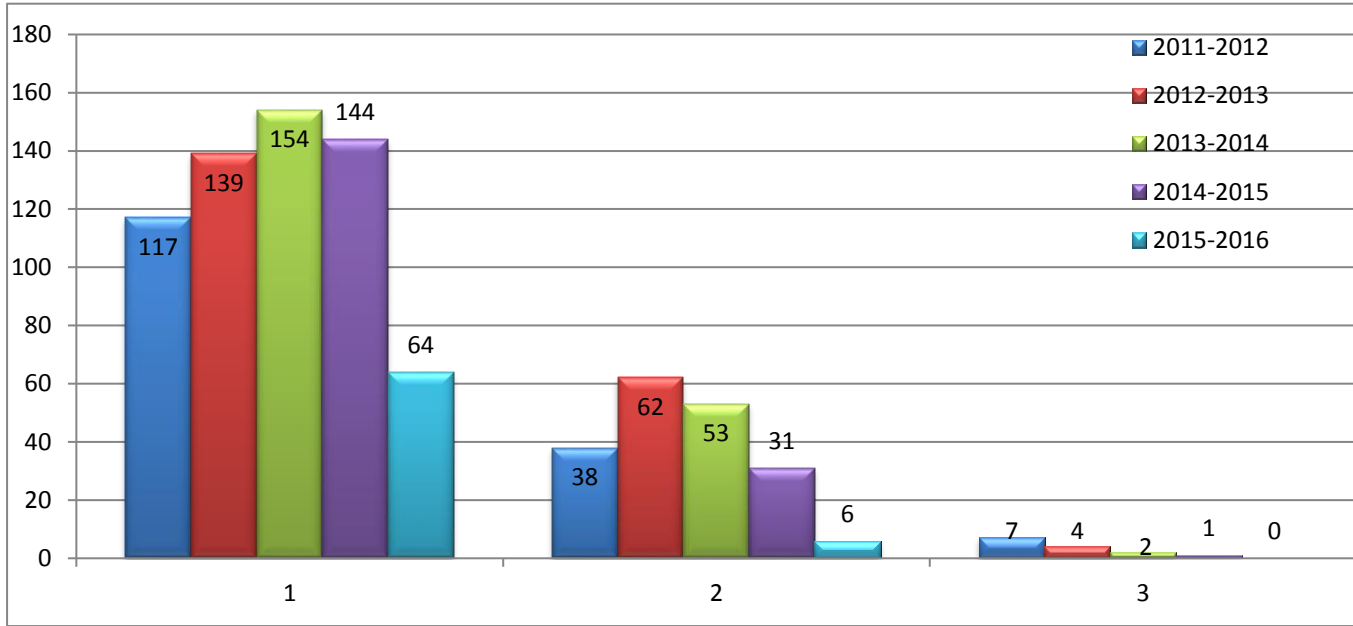
	TABE (Test for Adult Basic Education)	COLLEGE HRS (48 hrs +)	DEGREED	CERTIFIED
2011-2012	12	34	81	12
2012-2013	22	43	98	14
2013-2014	29	32	75	12
2014-2015	19	15	49	7
2015-2016*	9	9	55	5

2013-14 school year dates: 08/19/13 – 06/06/14

2014-15 school year dates: 06/07/14 – 06/05/2015

\*2015-16 (Partial year hiring data only 06/06/2015 – 09/22/15)

## OVERALL PARAPROFESSIONAL SEPARATION DATA 2011-2016



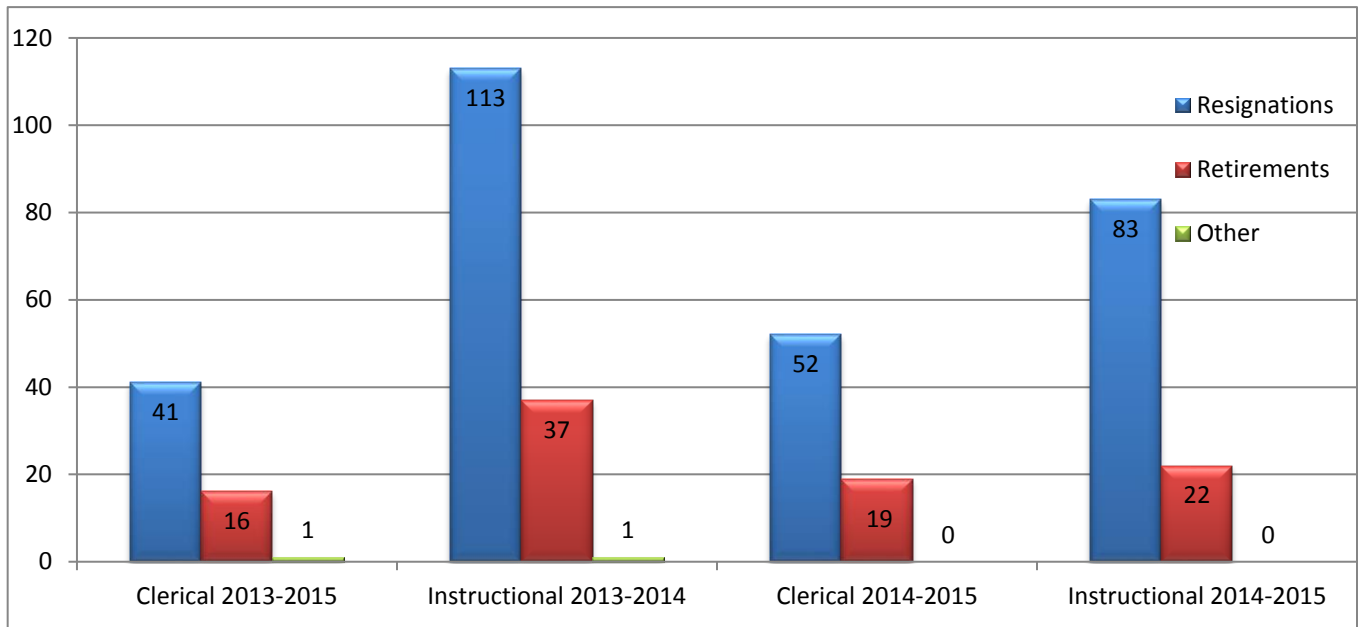
	Resignations	Retirements	Other	Total
2011-2012	117	38	7	162
2012-2013	139	62	4	205
2013-2014	154	53	2	209
2014-2015	144	31	1	176
2015-2016*	64	6	0	IP

IP = In Progress

2014-15 school year dates: 6/7/14 – 6/5/15

\*2015-16 (Partial year hiring data 6/6/15 – 9/22/15)

**OVERALL PARAPROFESSIONAL CLERICAL & INSTRUCTIONAL  
SEPARATION DATA  
2013-2015**



**2013-2014**

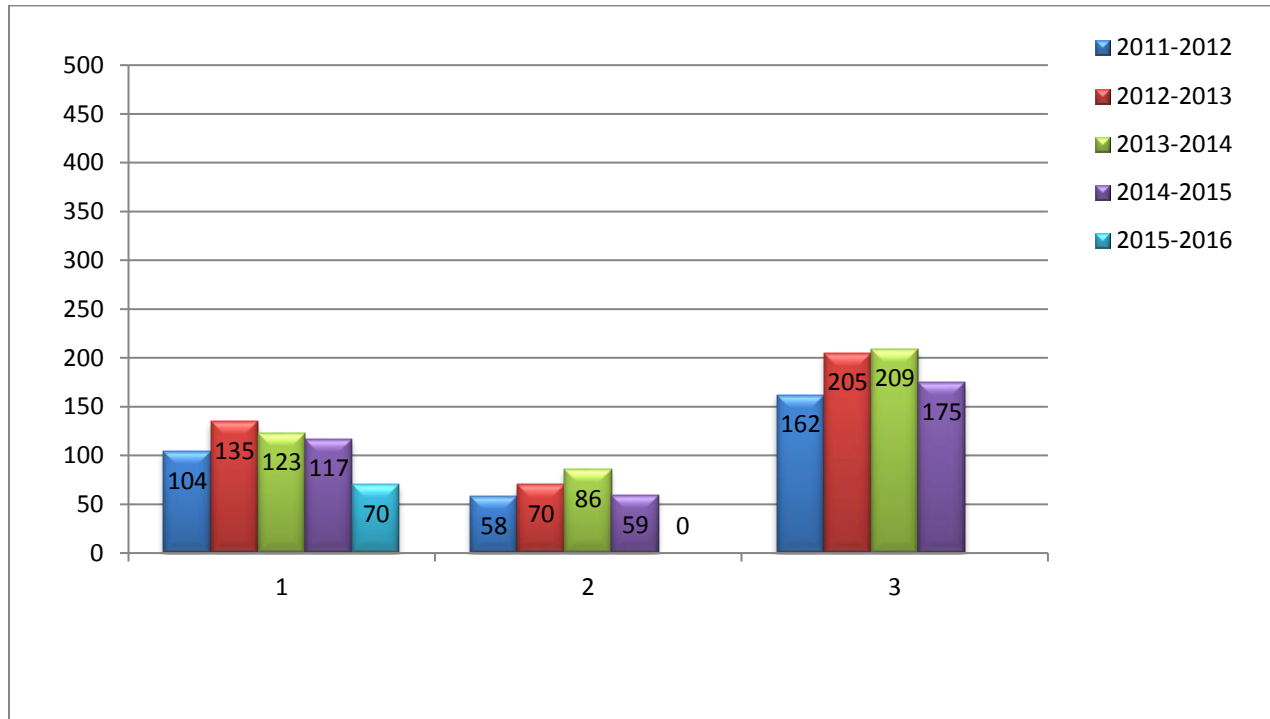
	Resignations	Retirements	Other	Total
Clerical	41	16	1	58
Instructional	113	37	1	151

**2014-2015**

	Resignations	Retirements	Other	Total
Clerical	52	19	0	71
Instructional	83	22	0	105

Data collected:  
 08/19/13 – 06/06/14 for the 2013-14 school year  
 08/18/14 – 06/05/15 for the 2014-15 school year

**TOTAL PARAPROFESSIONAL SEPARATIONS  
CLERICAL & PARAPROFESSIONAL  
2011-2016**



	Separated During SY	Separated EOY	Total Separated
2011-2012	104	58	162
2012-2013	135	70	205
2013-2014	123	86	209
2014-2015	117*	59**	176
2015-2016	70	0	IP

Dates:

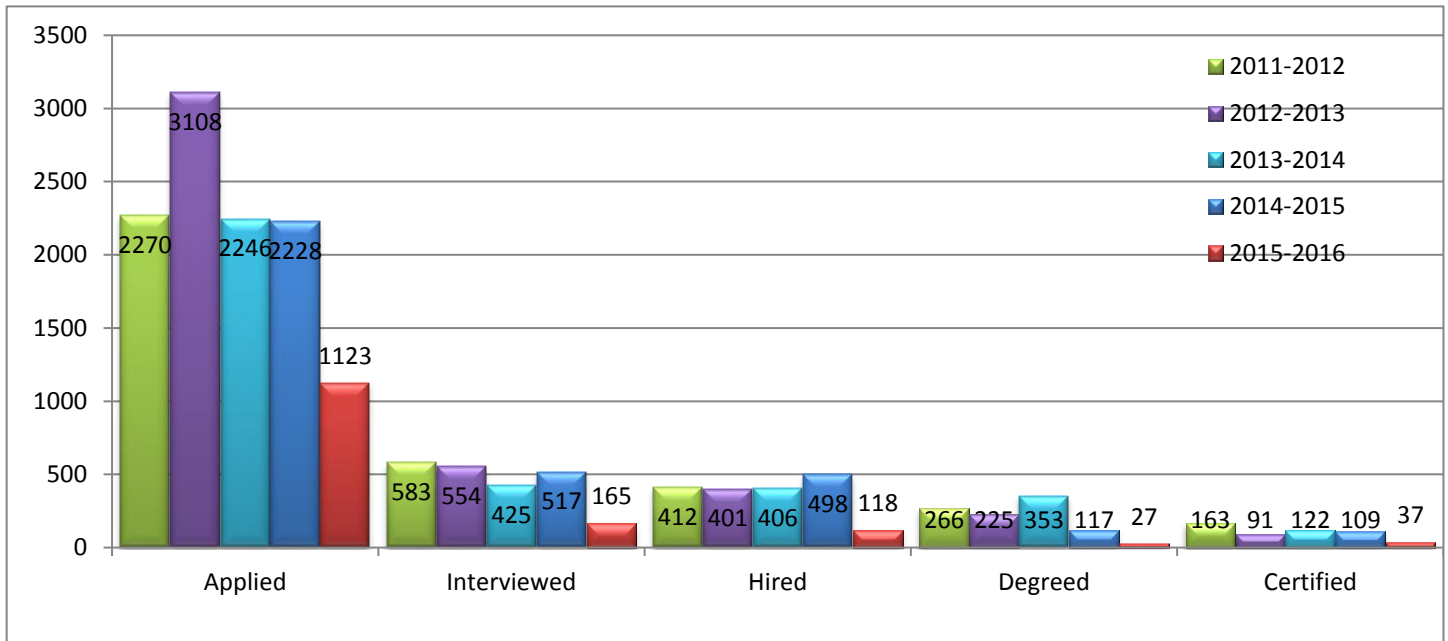
\*Separated During the School Year 2014-2015: 08/18/14 – 06/05/15

\*\*Separated at the End of the School Year (EOY): Summer: 06/06/2015 – 08/16/2015

2015-16 – Partial year separation data only 08/17/15- 09/22/15 (During the School Year)

IP = In Progress

## OVERALL INSTRUCTIONAL SUBSTITUTE DATA 2011-2016

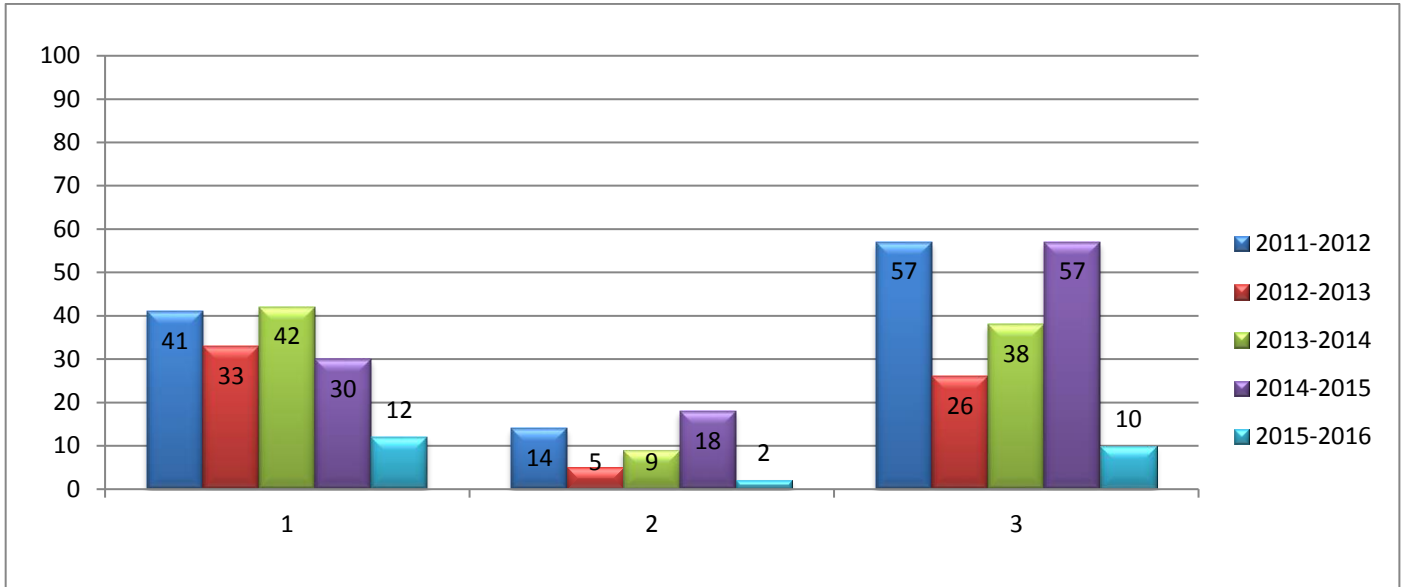


	Applied	Interviewed	Hired	Degreed	Certified
2011-12	2270	583	412	266	163
2012-13	3108	554	401	225	91
2013-14	2246	425	406	353	122
2014-15	2228	517	498	117	109
2015-16*	1123	165	118	27	37

2014-15 school year dates: 08/18/14 – 06/05/2015

\*2015-16 (Partial year hiring data only 06/06/2015 – 09/22/15)

## Substitutes Hired Full-Time 2011-2016



	Instructional Assistants	Clerical	Teachers	Total Substitutes Hired
2011-2012	41	14	57	112
2012-2013	33	5	26	63
2013-2014	42	9	38	89
2014-2015	30	18	57	105
2015-2016*	12	2	10	IP

Graph above depicts the number of substitutes who were hired full-time.

IP= IN PROGRESS

2014-15 school year dates: 08/18/14 – 06/05/15

\*2015-16 (Partial year hiring data only 06/06/15 – 09/22/15)



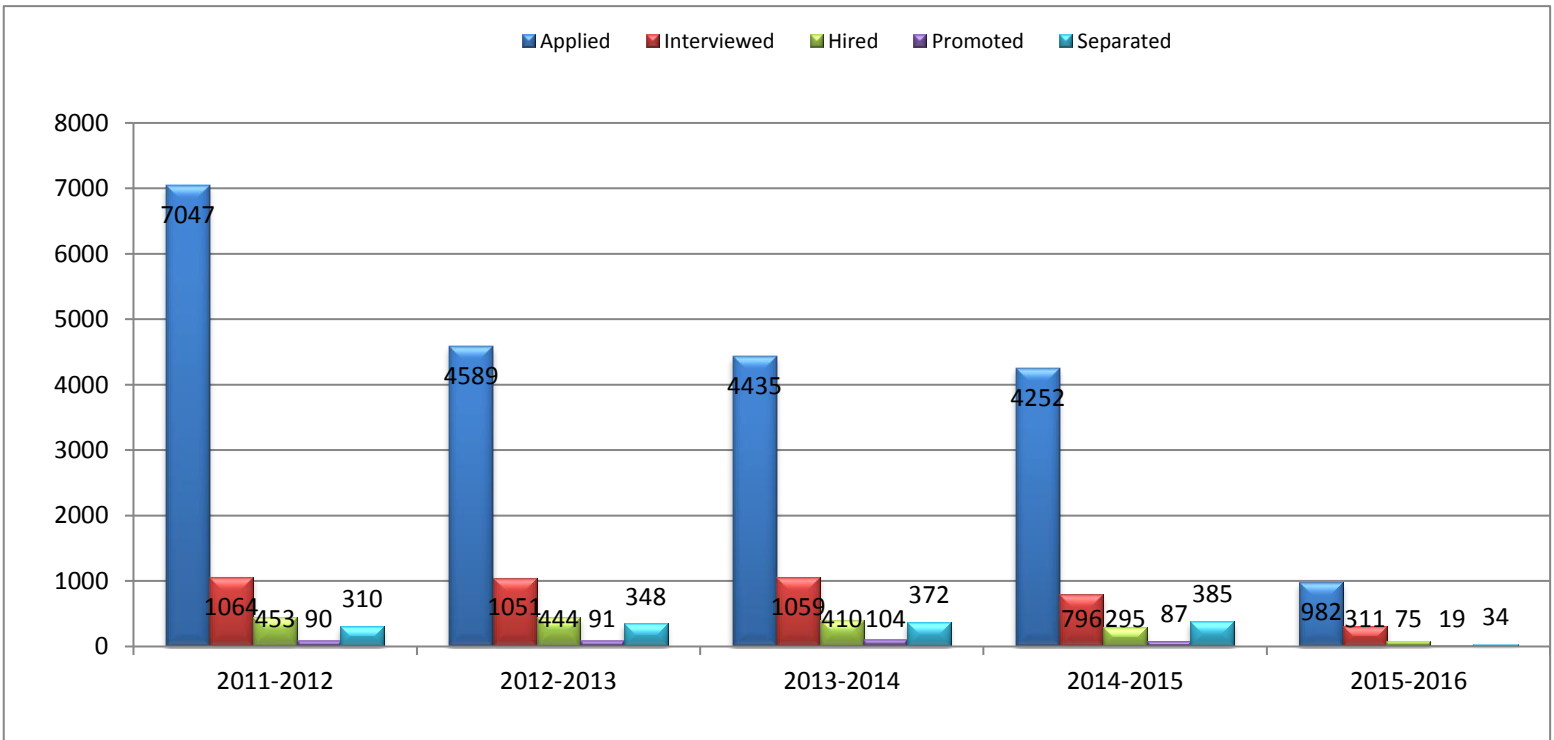
**CLASSIFIED EMPLOYMENT INCLUDES FIVE (5) DEPARTMENTS:**

<b>DEPARTMENT</b>	<b>JOB CATEGORIES*</b>
<b>Food &amp; Child Nutrition</b>	Food Service Substitute Food Service Cook Food Service Assistant Manager Manager Intern Food Service Manager FS Driver/Warehouseman
<b>Plant Operations**</b>	Porter/Porter Floater Custodian Assistant Head Custodian Custodial Crew Leader Head Custodian Groundskeeper I & II Assistant Leader Leader I Grounds
<b>Plant Services**</b>	(Trade) Helper; Assistant (Trade) Specialist; Technician Journeyman Assistant Foreman Foreman
<b>Police Department</b>	Police Dispatcher Access Control/Electronic Alarm Technician Police Officer
<b>Transportation</b>	Bus Monitor Bus Driver Assistant Bus Driver Route Coordinator Journeyman Mechanic Vehicle Maintenance Supervisor

\* Chart is not inclusive of all job categories.

\*\* For data purposes, manual trade positions in other departments such as Athletics, Publications, and Facilities Planning & Construction are included with these departments.

## CLASSIFIED APPLIED, INTERVIEWED, HIRED, & SEPARATED 2011-2016



	Applied	Interviewed	Hired	Promoted	Separated
2011-12	7047	1064	453	90	310
2012-13	4589	1051	444	91	348
2013-14	4435	1059	410	104	372
2014-15*	4252	796	295	87	385
2015-2016**	982	311	75	19	34

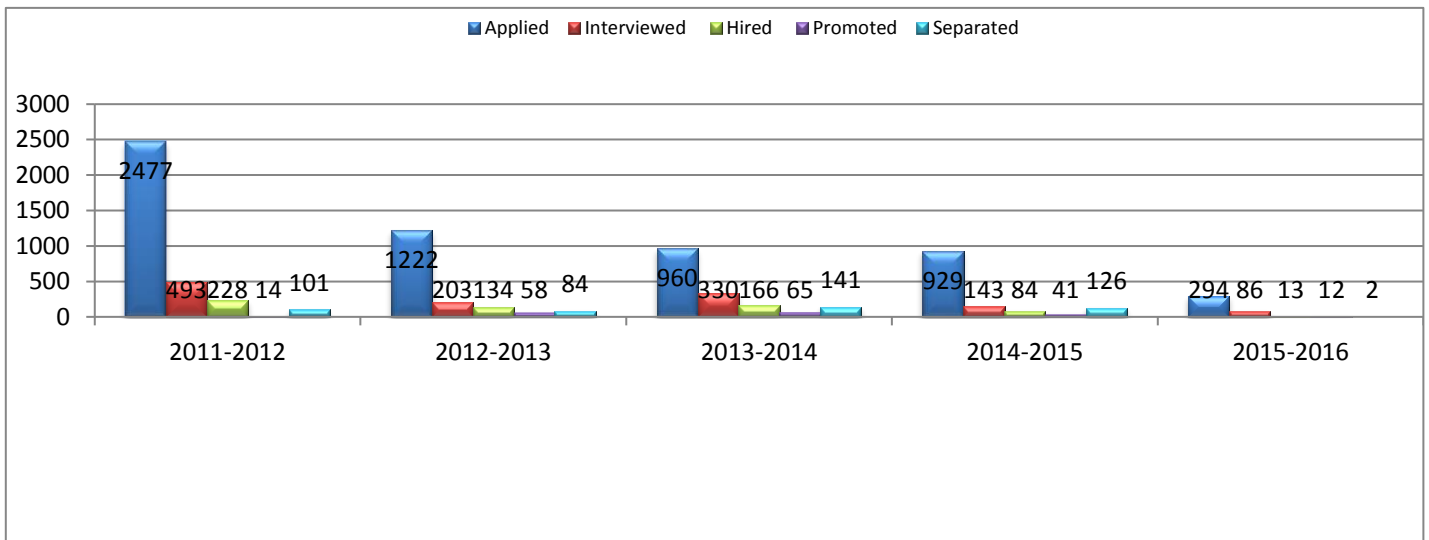
\* Classified Data was collected from: 7/1/14 - 6/30/15 for the 2014-2015 school year.

This data includes all full-time employees and FS substitutes.

\*\*Classified Data was collected from: 7/1/15 - 8/24/15 for the 2015-2016 school year.

This data includes all full-time employees and 175 interviews conducted at job fairs.

## FOOD & CHILD NUTRITION DATA 2011-2016



	Applied	Interviewed	Hired	Promoted	Separated
2011-12	2477	493	228	14	101
2012-13	1222	203	134	58	84
2013-14	960	330	166	65	141
2014-15*	929	143	84	41	126
2015-16**	294	86	13	12	2

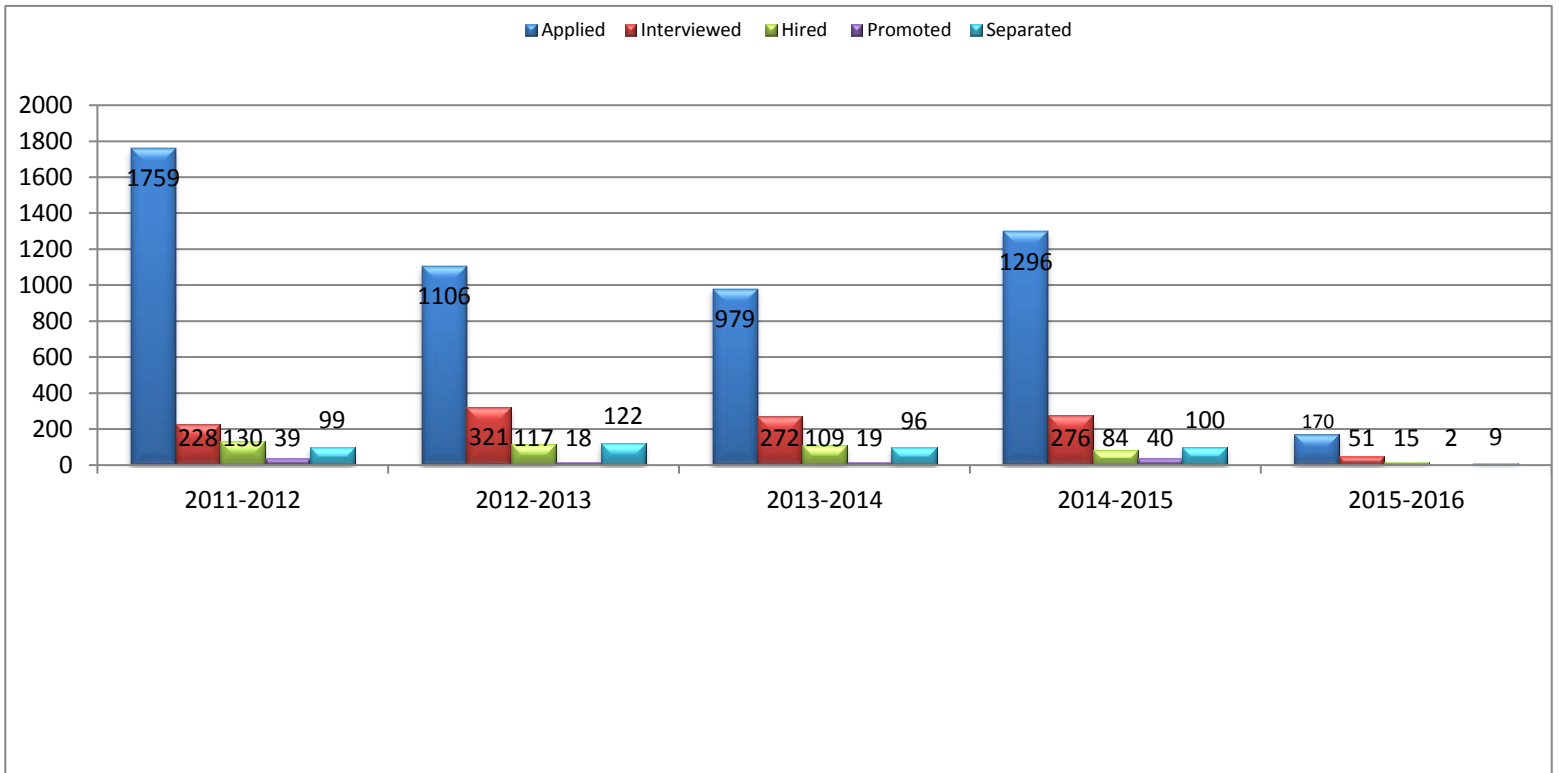
\*Classified Data was collected from: 7/1/14 - 6/30/15 for the 2014 - 2015 school year. This data includes:

370 FS substitutes applied; 72 FS substitutes interviewed; 48 FS substitutes hired; 20 FS substitutes promoted to cook; 49 FS substitutes separated

\*\*Classified Data was collected from: 7/1/15 - 8/24/15 for the 2015 - 2016 school year. This data includes:

60 FS substitutes applied; 24 FS substitutes interviewed; 1 FS substitutes hired and 5 FS substitutes promoted to cook; 1 FS substitute separated

## TRANSPORTATION DATA 2011-2016

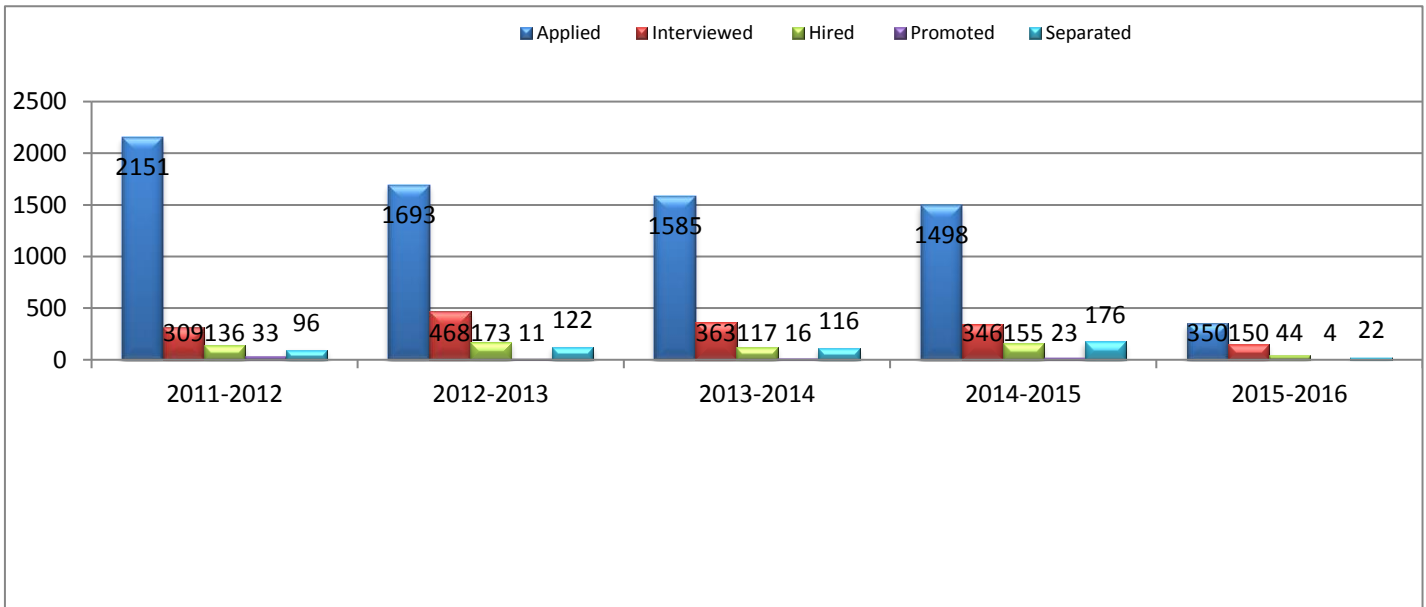


	Applied	Interviewed	Hired	Promoted	Separated
2011-12	1759	228	130	39	99
2012-13	1106	321	117	18	122
2013-14	979	272	109	19	96
2014-15*	1296	276	84	40	100
2015-16**	170	51	15	2	9

\* Classified Data was collected from: 7/1/14 – 6/30/15

\*\* Classified Data was collected from: 7/1/15 - 8/24/15 for the 2015 - 2016 school year.

## PLANT OPERATIONS DATA 2011-2016

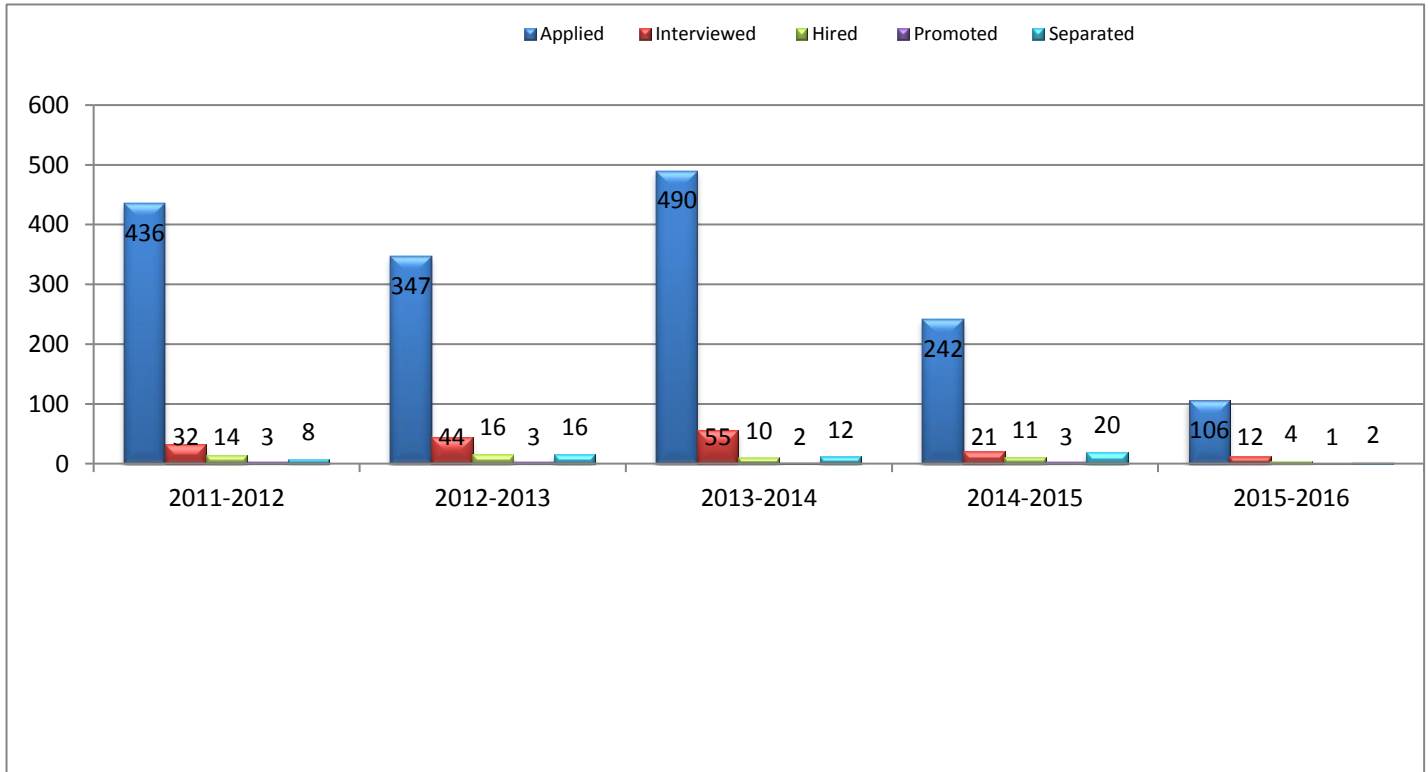


	Applied	Interviewed	Hired	Promoted	Separated
2011-12	2151	309	136	33	96
2012-13	1693	468	173	11	122
2013-14	1585	363	117	16	116
2014-15*	1498	346	155	23	176
2015-16**	350	150	44	4	22

\* Classified Data was collected from: 7/1/14 – 6/30/15

\*\* Classified Data was collected from: 7/1/15 - 8/24/15 for the 2015 - 2016 school year.

## PLANT SERVICES DATA 2011-2016

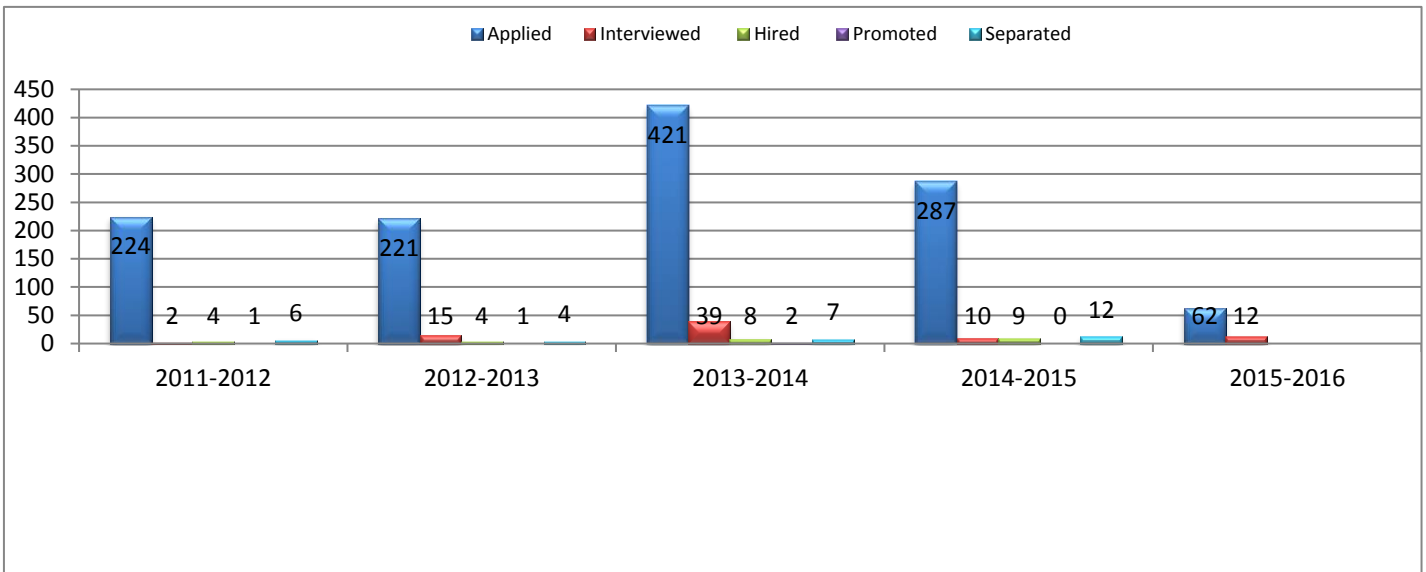


	Applied	Interviewed	Hired	Promoted	Separated
2011-12	436	32	14	3	8
2012-13	347	44	16	3	16
2013-14	490	55	10	2	12
2014-15*	242	21	11	3	20
2015-16**	106	12	4	1	2

\* Classified Data was collected from: 7/1/14 – 6/30/15

\*\* Classified Data was collected from: 7/1/15 - 8/24/15 for the 2015 - 2016 school year.

## POLICE DEPARTMENT DATA 2011-2016

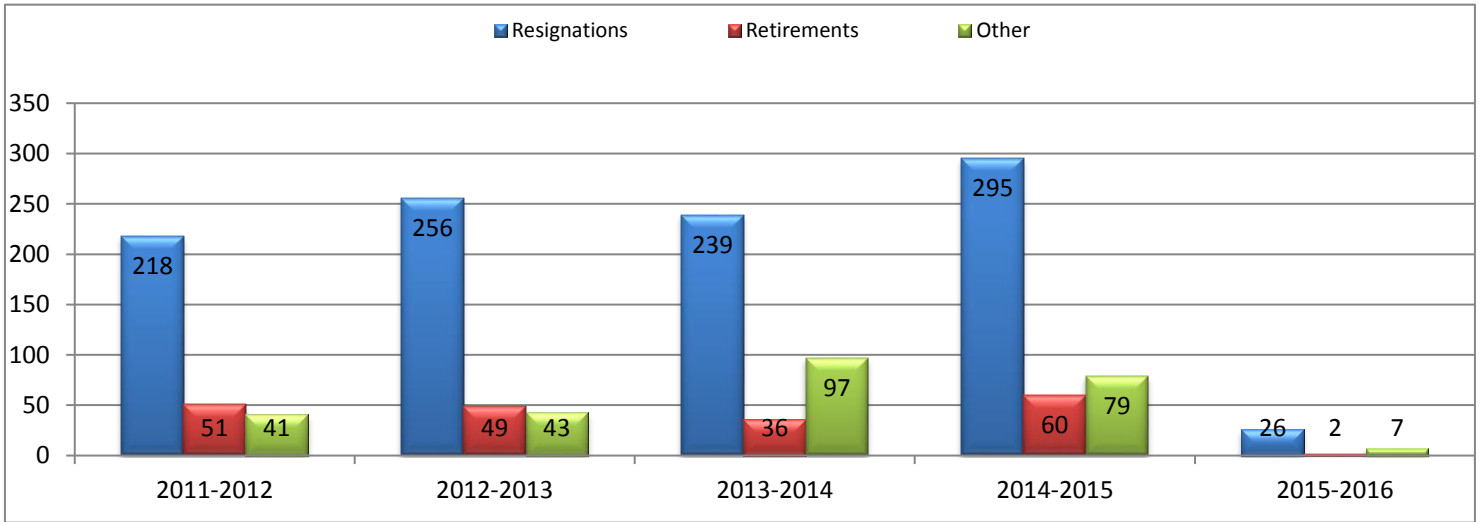


	Applied	Interviewed	Hired	Promoted	Separated
2011-12	224	2	4	1	6
2012-13	221	15	4	1	4
2013-14	421	39	8	2	7
2014-15*	287	10	9	0	12
2015-16**	62	12	0	0	0

\* Classified Data was collected from: 7/1/14 – 6/30/15

\*\* Classified Data was collected from: 7/1/15 - 8/24/15 for the 2015 - 2016 school year.

**CLASSIFIED SEPARATED  
2011-2016**



	Resignations	Retirements	Other	Totals
2011-12	218	51	41	310
2012-13	256	49	43	348
2013-14	239	36	97	372
2014-15*	295	60	79	434
2015-16**	26	2	7	34

\* Classified Data was collected from: 7/1/14 - 6/30/15 for the 2014-2015 school year.

This data includes all full-time employees and 49 FS substitutes separations in the Other category.

\*\*Classified Data was collected from: 7/1/15 - 8/24/15 for the 2015-2016 school year.

This data includes all full-time employees and 1 FS substitute separation in the Other category.



## COMPENSATION: EMPLOYEE RECRUITMENT AND RETENTION

The area of compensation and benefits addresses both recruitment and retention of employees.

### COMPENSATION- PAY INCREASE HISTORY

YEAR	STATE INCREASE	MANUAL TRADES	CLERICAL AND INSTRUCTIONAL PARAPROFESSIONAL	ADM PROFESSIONAL	TEACHERS, NURSES, LIBRARIANS	MIDPOINT ADJUSTMENTS
2001-2002	0	3.5%	3.5%	3.5%	3.5%	
2002-2003*	0	3.0%	3.0%	3.0%	3.0%	2.0%
2003-2004*	0	1.0%	1.0%	1.0%	1.0%	0.0%
2004-2005**	0	4.25%	4.25%	4.25%	4.25%	2.0%
2005-2006*	\$580 = 2.4%	1.0%	1.0%	1.0%	1.0%	0.0%
2006-2007*	\$2500	6.0%	6.0%	3.0%*	3.0%* + \$2500	2.0%
2007-2008	\$425 (\$23.63/Stu)	0.0%	0.0%	0.0%	\$425***	0.0%
2008-2009	0	0.0%	0.0%	0.0%	\$0	0.0%
2009-2010*	\$800	4.9%	4.9%	4.9%	4.9% (min \$2000)***	3.0%
2010-2011	0	1.5%	1.5%	1.5%	1.5%	1.5%
2011-2012	0	0.0%	0.0%	0.0%	0.0%	0.0%
2012-2013*	0	1.5%	1.5%	1.5%	1.5%	0.0%
2013-2014	0	4.0%	4.0%	3.0%	3%	2.0%
2014-2015	0	1.5%	1.5%	1.5%	2.5%	0.0%
2015-2016*	0	4.0%	4.0%	2.5%	2.6%	0.5%

\* percentage was on the midpoint

\*\* percentage was on the midpoint or actual wage/salary, whichever was greater

\*\*\*state mandated \$425 in 0809 and \$800 in 0910 for all teachers, counselors, nurses and librarians

**2010-2011** - Pay ranges were enhanced as part of the TASB Pay Structure Review. Increase was on the enhanced midpoint.

Employees who were paid at or above the maximum of the pay range were given the lesser of 1.5% or \$725

**2013-2014** - All teachers received a minimum 3% increase. Teachers on steps 0-18 received an additional

.1% - 5.5%

**2014-2015** - All teachers received a minimum 2.5% increase. Teachers on steps 0-14 received an additional

.01% - .11%

**2015-2016** - All teachers received a minimum 2.6% increase. The average increase was 3.7%

**BEXAR COUNTY  
BEGINNING TEACHER SALARY  
2015-2016**

	<b>District</b>	<b>Beginning salary</b> 0 years experience Bachelor's degree
1.	Southwest ISD	\$51,575
2.	Southside ISD	\$51,100
3.	Northside	\$51,085
4.	Lackland ISD	\$50,800
5.	Judson	\$50,150
6.	<b>San Antonio Independent School District</b>	<b>\$50,000</b>
7.	Schertz-Cibolo	\$50,000
8.	East Central	\$50,000
9.	North East ISD	\$50,000
10.	Fort Sam ISD	\$50,000
11.	Alamo Heights	\$50,000
12.	Edgewood	\$50,000
13.	Harlandale	\$50,000
14.	South San ISD	\$49,650
15.	Randolph Field ISD	\$49,141
16.	Medina Valley	\$48,000
17.	Somerset	\$47,000*

**EMPLOYEE BENEFITS SERVICES**

The employee benefits services data demonstrates that SAISD continues to offer a benefits-rich health insurance plan at zero cost to employees.

<b>Contribution Levels by Districts 2014-2015 Plan Year</b>	
San Antonio ISD (average)	\$472.43/PEPM
Northside ISD (average)	\$379.48/PEPM
Comal ISD	\$390.00/PEPM
North East ISD	\$377.00/PEPM
Southwest ISD (TRS)	\$325.00/PEPM
South San ISD	\$320.89/PEPM
Schertz CUC ISD	\$300.00/PEPM
Judson ISD	\$300.00/PEPM
Southside ISD (TRS)	\$275.00/PEPM
Edgewood ISD	\$260.00/PEPM
Eastside Central ISD (TRS)	\$275.00/PEPM
Alamo Heights ISD (TRS)	\$330.00/PEPM
Somerset ISD (TRS)	\$250.00/PEPM
Harlandale ISD	\$225.00/PEPM

<b>United Health Care Insurance Plan Options 11/1/14 – 10/31/15 Employer Contribution \$330.65-\$428.51</b>					
	CoverageFirst- 2000	CoverageFirst- 1000	POS- 300	HMO	Total Employee Count
Enrollment as of June 2015	5243	671	515	464	7599

Beginning November 1, 2015, SAISD will offer a fifth (5) health plan option the EPO 3000.

This plan will be zero cost to employees.

## Highly Qualified Work Force Action Plan

<b>GOAL: Improve the District Recruitment and Retention of Quality Staff</b>					
<b>OBJECTIVE: Establish an effective recruitment and hiring process to ensure 100% of all instructional positions are staffed at the start of the school year.</b>					
<b>Strategy 1: Recruitment</b>					
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 1: Recruitment of Student Teachers  On-going recruiting venues/university presentations  Actively increase pre-hires from student teacher pools  Participate in Career Center Outreach On-Campus Interviews  Advertising campaigns (radio, TV, billboards, newspapers, internet job boards, social media, district website, etc)  Actively participate in local, state and national recruiting fairs  Continue to develop and increase university partnerships  Student teacher luncheon  Provide Interview Tips/Resume Building/Application Process training to all student teachers  Increase student teacher partnerships to include student teacher interns	Director of Recruitment and Hiring; Administrative Officers for Recruiting	October 2015 - University Presentations  November 2015/March 2016 – Student Teacher on-site campus interviews complete  December 2015/March 2016 – Student Teacher Luncheon/Training Session  December 2015/May 2016  Identify Pre-Hires	Number of University Partnerships  Number of Student Teacher Placements  Number of Student Teacher Applicants  Interview Scores of Student Teachers  Number of Student Teacher Pre-Hires  Responses to Advertising Sources on application for employment to measure effectiveness of advertising  Number of applicants from various recruiting venues  Participation rates at Student Teacher Luncheon and Training Session  Feedback from Principals, Cooperating Teachers, and University Supervisors	Universities  Career Centers  District Funding – Travel, Advertising, Recruitment Supplies, Accommodations  Support Staff – Part Time Recruiters, Clerical	May 2016

<p>Activity 2: Host: District Job Fairs Critical Needs Job Fair TFA Fair</p>	<p>Director of Recruitment and Hiring; Administrative Officers for Recruiting</p>	<p>April 2016 May 2016 June 2016</p>	<p>Participation/Sign-In Sheets Number of Applicants Number of on-site interviews Number of Campus Recommendations Number of Pre-Hires</p>	<p>District Funding – Advertising, Venue Reservations, Supplies Support Staff – Part Time Recruiters, Clerical</p>	<p>August 2016</p>
<p>Activity 3: Attend local, state and national Job Fairs during Fall, Spring and Summer</p>	<p>Director of Recruitment and Hiring; Administrative Officers for Recruiting</p>	<p>November 2015 April 2016 July 2016</p>	<p>Participation/Sign-In Sheets Number of Applicants Number of on-site interviews Number of Campus Recommendations Number of Pre-Hires</p>	<p>District Funding – Advertising, Venue Reservations, Travel, Accommodations, Supplies Support Staff – Part Time Recruiters, Clerical</p>	<p>August 2016</p>

<p><b>OBJECTIVE: Establish an effective hiring process to ensure the selection of highly qualified staff.</b></p>					
<p><b>Strategy 1: Recruit, interview, and select candidates that meet district hiring standards</b></p>					
<p><b>Strategy/Activity</b></p>	<p><b>Person Responsible</b></p>	<p><b>Milestone Dates</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Resource Allocation/Additional Resources Needed</b></p>	<p><b>Timeline for Completion</b></p>
<p>Activity 1: Identify Highly Qualified Applicants  Continue to develop and increase partnerships with University teacher preparation programs  Continue to develop and increase partnerships with Alternative Certification Programs  Ensure internal fidelity to HR Hiring Circle</p>	<p>Director of Recruitment and Hiring; Administrative Officers for Recruiting</p>	<p>August 2016</p>	<p>Depth of candidate pools  Number of applicants interviewed by HR from university certification programs  Number of applicants interviewed by HR from Alternative Certification Programs  Number of candidates cleared through HR and interviewed by campuses/departments</p>	<p>TalentEd online application software  University Teacher Preparation Programs  Alternative Certification Programs  San Antonio Area Personnel Association  University Career Centers  ESC Region 20  Teach For America</p>	<p>August 2016</p>

<p>Activity 2: Use the TQI Protocol to ensure the integrity of the interview process, and:</p> <ul style="list-style-type: none"> <li>• Continue to develop, update and revise protocols for interviewing and hiring highly qualified candidates</li> <li>• Provide training and information to supervisors/dept. heads regarding interviewing and selection of highly qualified candidates</li> <li>• Align Interview Protocols with revised/updated Job Descriptions</li> </ul>	<p>Director of Recruitment and Hiring; Administrative Officers for Recruiting</p>	<p>On-going</p>	<p>Agendas and Sign-in Sheets  Annual Highly Qualified Report</p>	<p><u>Relentless Pursuit</u>  <u>96 Great Interview Questions to Ask Before You Hire</u>  <u>Teacher Quality Index</u>  Handbook On: Educational Specialist Evaluation  Dr. James Stronge  Department Supervisors  Timeline/Calendar  TASB Job Descriptions  TASB The Right Way to Hire</p>	<p>July 2016</p>
<p>Activity 3:  Revise Job Descriptions through designated monthly department meetings with supervisors and HR personnel  Store revised/updated job descriptions in the HR Shared Drive</p>	<p>Director of Recruitment and Hiring; Administrative Officers for Recruiting</p>	<p>On-going</p>	<p>Agendas/Sign in sheets  Number of revised job descriptions in shared drive</p>	<p>TASB HR Library  Occupational Handbook  Handbook on Educational Specialist  Evaluations  Timeline/Calendar</p>	<p>July 2016</p>

<p>Activity 4: Recruit, maintain, and increase the number of substitute teachers in the active pool.</p> <ul style="list-style-type: none"> <li>• Send an invitational letter to employees who have submitted their letters of intent to retire before they leave to recruit as substitute teachers.</li> <li>• Assign campus-based Substitutes to campuses, as needed</li> <li>• Recruit Student Teachers as substitutes</li> </ul>	<p>HR Administrative Officer Paraprofessionals/ Substitutes</p>	<p>August 2015 – July 2016</p>	<p>Increased substitute teacher fill rates</p> <p>Number of retired substitutes</p> <p>Number of student teachers hired as substitutes</p>	<p>HR Hiring Specialist and Administrative Officer</p>	<p>July 2016</p>
<p>Activity 5: Increase the quality and quantity of substitutes hired each school year by recruiting and hiring retired teachers and Certified Teachers as Substitutes</p>	<p>Admin. Officer Paraprofessionals and Substitutes</p>	<p>August 201 – July 2016</p>	<p>Review number of certified and retired teacher substitutes annually</p>	<p>TalentEd, flyers, recruitment strategies to target degreed, certified and recent retiree teachers.</p>	<p>On-going</p>

**OBJECTIVE: Establish an effective retention process to reduce our loss of employees to no more than 10%.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategy 1: Retention Identifiers</b>					
<p>Activity 1: Maintain New Teacher Tracking Log for documentation of progress, performance and development through regular principal communication</p>	<p>Director of Recruitment and Hiring; Administrative Officers for Recruiting, HR Administrator for Educator Quality</p>	<p>October 2015 January 2016 April 2016</p>	<p>Completed New Teacher Tracking Log</p> <p>HR New Teacher Coordinator contact and teacher observation logs</p>	<p>HR Coordinator</p> <p>C&amp;I Departments</p> <p>Campus principals</p> <p>ACPs</p> <p>New teacher mentors</p>	<p>Ongoing</p>
<p>Establish a New Administrator Orientation and an online component of New Employee Orientation</p>	<p>Director of Policies and Public Information</p>	<p>January 2016</p>	<p>Evaluation forms completed by participants</p>	<p>HR Administrators</p> <p>Possible purchase of online system</p>	<p>January 2016</p>

Activity 3: Online Exit Interviews – Refine surveys and develop processes for managing & monitoring information throughout the year.	Human Resources Administrators	On-going	Number of participants. Collect, analyze and evaluate data	Refine surveys and develop processes for managing & monitoring information throughout the year	On-going
Activity 4: Retention Study – Telephone Survey for all teachers who resigned following the 2013-2014 school year	Humans Resources Administrators	August 2015	Response rate Feedback from survey participants Qualitative data	Support Staff – Part Time Recruiters, Clerical District Funding	August 2015

**Strategy 2: Support and provide relevant, timely Professional Learning for all employees**

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 1: The Principal Summit prepares Campus Leaders to effectively “recruit, hire, and retain” the best teachers. Topics include Developmental Supervision and Directionality, how to identify resources and effective support measures, and remediation. Principals will be able to support new teachers, provide targeted remediation, and take focused action as needed.	Toni Thompson, Associate Superintendent; HR Personnel	July 2015	Principal feedback; anecdotal data; increase requests for RECAP and assistance from HR personnel; decrease amount of teachers-in-need-of-assistance by 10%	Materials	July 2015



<p>Activity 2: The SAISD Rising Star New Teacher Orientation is a four-day training providing new teachers an introduction to SAISD curriculum, special student populations, classroom management, and procedures. They are provided the opportunity to collaborate with district and campus leaders to gain a better understanding of the expectations and requirements of their new assignments.</p>	<p>Rosa Linda Lomas – HR Administrative Officer</p>	<p>August 2015 November 2015 February 2016 June 2016</p>	<p>Increase participation by 10% as reflected in sign-in sheets and registration (ePath and on-site); training evaluation sheets; anecdotal data</p>	<p>Books (Federal funding) Supplies &amp; Materials (Federal funding)</p>	<p>February 2016</p>
<p>Activity 3: PACT is the identified mentoring program for 1<sup>st</sup> year mentors and 1<sup>st</sup> year teachers. This three-hour training combines “face-to-face” and on-line support for the mentors and protégées, with opportunities and structures for dialogue, collaboration, and planning throughout the school year.</p>	<p>Rosa Linda Lomas – HR Administrative Officer; Jayme Pressley, Education Service Center Region 20</p>	<p>October 2015 January 2016 March 2016 June 2016</p>	<p>Mentor-Protégé logs; anecdotal data; Stoplight Evaluation data; decrease amount of teachers-in-need-of-assistance by 10%</p>	<p>Education Service Center Region 20 (Federal funding)</p>	<p>October 2015</p>
<p>Activity 4: Coaching is the mentoring component designed for 2<sup>nd</sup> year mentors and their 2<sup>nd</sup> year protégées. The three-hour sessions provide conscious interaction, collaboration, and reflective practices between the two. Mentees will be able to focus on instructional strategies that will enhance their teaching skills.</p>	<p>Rosa Linda Lomas – HR Administrative Officer; Jayme Pressley, Education Service Center Region 20</p>	<p>October 2015 January 2016 March 2016 June 2016</p>	<p>Mentor-Protégé logs; anecdotal data; Stoplight Evaluation data; decrease amount of teachers-in-need-of-assistance by 10%</p>	<p>Education Service Center Region 20 (Federal funding)</p>	<p>November 2015</p>

<p>Activity 5: Scaffolded Solutions is a pilot program servicing the Eastside Promise schools. This training supports the Danielson Model and addresses these critical areas: writing engaging lesson plans, using effective questioning strategies, and maintaining a positive classroom atmosphere.</p>	<p>Rosa Linda Lomas – HR Administrative Officer; Jayme Pressley, Education Service Center Region 20</p>	<p>October 2015 January 2016 March 2016 June 2016</p>	<p>Mentor-Protégé logs; anecdotal data; Stoplight Evaluation data; decrease amount of teachers-in-need-of-assistance by 10%</p>	<p>Education Service Center Region 20 (Federal funding)</p>	<p>September 2015</p>
<p>Activity 6: The Retired Educators Continuing Academic Partnership (RECAP) is designed to provide an additional level of experienced, on-site response to new and seasoned teachers in order to provide support, improve morale, reduce on-the-job stress, and thereby improve student performance.</p>	<p>Rosa Linda Lomas – HR Administrative Officer; RECAP part-time educators</p>	<p>October 2015 January 2016 March 2016 June 2016</p>	<p>Mentor-Protégé logs; anecdotal data; increase requests for RECAP and assistance from HR personnel; Stoplight Evaluation data; decrease amount of teachers-in-need-of-assistance by 10%</p>	<p>Salaries (Federal funding)</p>	<p>May 2016</p>
<p>Activity 7: Human Resources will collaborate with TFA and the SAISD Office of Professional Learning in order to provide high quality, research-based, professional development to new teachers with the opportunity to offer choice and selection depending on the new teachers' needs.</p>	<p>Rosa Linda Lomas, HR Administrative Officer; TFA Personnel; Teresa Salinas, Senior Coordinator, Office of Professional Development</p>	<p>October 2015 January 2016 March 2016 June 2016</p>	<p>Increase participation in C.A.R.E. sessions by 10% as reflected in sign-in sheets and registration (ePath and on-site); training evaluation sheets; Needs Assessment, BOY/MOY/EOY Survey responses; anecdotal data</p>	<p>Materials (Federal funding)</p>	<p>May 2016</p>
<p>Activity 8: Foundations of Effective Teaching and Managing Anti-Social Behavior will be offered in order to provide new teachers with a strong knowledge-base in classroom management, creating a positive classroom environment, and dealing with severe student behaviors.</p>	<p>Rosa Linda Lomas, HR Administrative Officer; Sylvia Lovelace, AFT Training Coordinator</p>		<p>Increase participation in sessions by 10% as reflected in sign-in sheets and registration (ePath and on-site); training evaluation sheets; anecdotal data</p>	<p>Materials (Federal funding)  Consultants (Federal funding)  Substitutes (Federal funding)  Extra-Duty Pay (Federal funding)</p>	<p>June 2016</p>

<p>Activity 9: Leadership Initiatives:</p> <p>Establish partnerships with various universities to provide opportunities for prospective administrators to complete degrees and certification requirements.</p> <p>Provide professional development for administrators that will focus on effective communication, coaching and leadership.</p>	<p>Human Resources Administrators</p>	<p>On-going</p>	<p>Number of participating universities</p> <p>Participation/Sign-In Sheets</p> <p>Number of Applicants</p> <p>Number of Administrative Recommendations</p>	<p>Professional Development</p> <p>University Administrator Preparation Programs</p> <p>IPEC Coaching Training</p> <p>University partnerships</p>	<p>Ongoing</p>
<p>Activity 10: Increase the Hiring and Retention Rates for Speech Language Pathologists</p> <p>Develop strategies to increase the hiring pools for SLPs through partnerships with universities, extending offers for pre-hire, etc.</p> <p>Collaborate with the Special Education Department to develop strategies designed to encourage SLPs to remain with SAISD.</p>	<p>Human Resources Administrators</p>	<p>On-going</p>	<p>Number of applicants</p> <p>Number of filled vacancies</p> <p>Retention rate</p>	<p>Recruiting venues</p> <p>Recruitment and Retention strategies</p> <p>Special Education Department</p>	<p>On-going</p>
<p>Activity 11: Continue the training of active Substitute Teachers on the Six Module Training</p>	<p>Personnel/Administrative Officer Paraprofessionals/ Substitutes</p>	<p>On-going</p>	<p>Feedback from Substitutes (evaluation form) Feedback from principals Sign-in sheets / tracking list (number of substitutes trained)</p>	<p>HR Administrative Resources and campus administrators, to include HR Administrative Officer for Teacher Quality</p>	<p>On-going</p>

<p>Activity 12: Project A.I.R.S.</p> <p>Continue and enhance opportunities for paraprofessionals, substitutes to pursue teaching credentials and / or advanced degrees.</p> <p>Create opportunities for classified staff to enhance skills, obtain technical certification and/or promotional opportunities.</p>	<p>HR Administrative Officer Paraprofessionals/ Substitutes &amp; Classified</p>	<p>On-going for Paraprofessionals and Substitutes Spring 2016 for Classified</p>	<p>Track and communicate with participants on current status and career goals</p> <p>Evaluation form</p>	<p>Administrative Officers Classified Department Supervisors</p>	<p>On-going</p>
<p>Activity 13: Build capacity and create sustainability for administrators to communicate effectively using the Crucial Confrontations / Conversations model.</p>	<p>HR Administrators</p>	<p>On-going</p>	<p>Number of administrators participating</p> <p>Improved practices</p>	<p>Crucial Confrontations/ Conversations Tools for Talking When Stakes are High; Participant Toolkit &amp; Audio Companion</p>	<p>On-going</p>
<p>Activity14: Develop coaching competencies in an effort to build capacity with administrators through the iPEC (Institute for Professional Excellence in Coaching) model.</p>	<p>HR Administrators</p>	<p>On-going</p>	<p>Number of administrators participating</p> <p>Improved communication skills and coaching practices</p>	<p>iPEC Coaching/Client sessions Teleclasses Workbook Energy Leadership by Bruce D. Schnieder Region 20 ESC</p>	<p>On-going</p>
<p>Activity 15: Facilitate strategic planning for campuses and departments using the Real Work model</p>	<p>HR Administrators</p>	<p>On-going</p>	<p>Agendas &amp; Sign In Sheets</p>	<p>Real Work materials Facilitators Training site</p>	<p>On-going</p>
<p><b>Strategy 3: Improve department Communication with all stakeholders</b></p>					
<p><b>Strategy/Activity</b></p>	<p><b>Person Responsible</b></p>	<p><b>Milestone Dates</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Resource Allocation/Additional Resources Needed</b></p>	<p><b>Timeline for Completion</b></p>

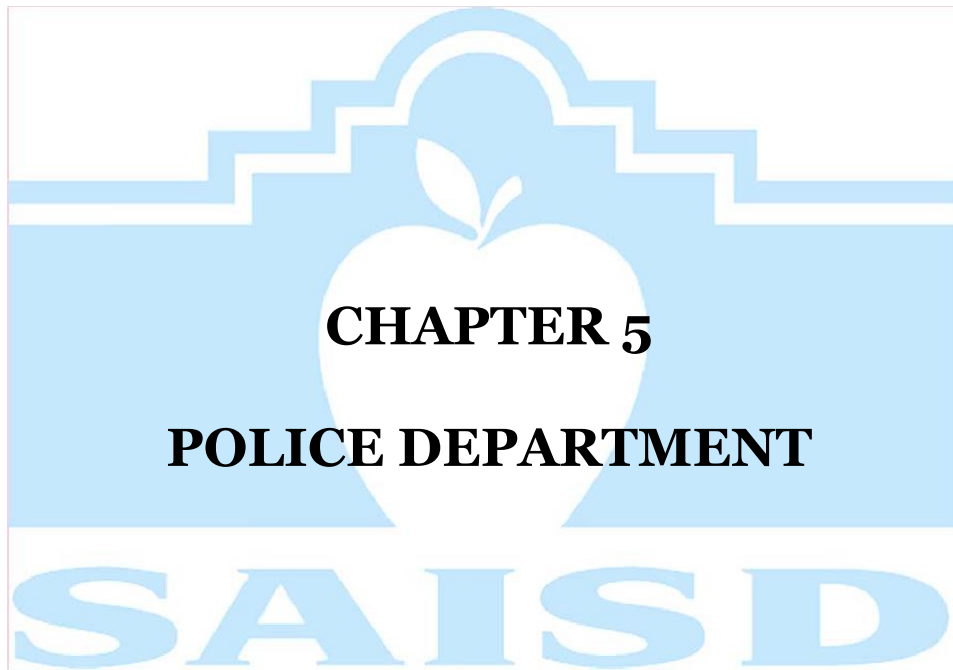
Activity 1: Initiate a monthly HR Newsletter to be distributed internally highlighting important dates, events and recognitions.	HR Administrators	Monthly	Successful monthly production  Feedback from staff	Timeline/Calendar  Professional organizations (i.e., SAAPA, TASB, SHRM)  Support Staff	Ongoing
<b>OBJECTIVE: Establish an effective recruitment, hiring, and retention related issues, regarding compensation, benefits and safety, to maintain the desired quantity and quality of personnel necessary to achieve the organization's mission.</b>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategy 1: Compensation and Benefit Analysis</b>					
Activity 1: Implementation of new Fully Insured & Self-Funded Dental for 11/1/15	Director & Assistant Director, EB, RM&S	May - November 2015	EBC Meetings Meetings with Administration (HR/Finance) Meetings with EB Consultant Board Meeting	Funding Market Analysis Purchasing Department Insurance Carrier EB, RM & S – staff Enrollment Benefit Presentations & Enrollment Sessions	November 2015
Activity 2: RFP's for: Fully Insured & Self-funded Medical Plan and Self-funded Dental Plan for 11/1/16	Director and Assistant Director, Employee, EB, RM&S	January – May 2016	Work with Employee Benefits Consultant, District Accounting and Finance, and Employee Benefits Committee to develop the best benefit program option that will not be cost prohibitive to the district and employees, with minimal plan design changes and financial impact to District and employees.	Budget & Finance, Wortham, Purchasing, Employee Benefits Committee, Humana, and industry networking through other school districts and professional organizations	November 2016

Activity 3: RFP's for: Basic Life Insurance Supplemental Life Insurance Short & Long Term Disability Insurance Vision Insurance Accident Insurance Critical Illness/Cancer Insurance Auto/Home Owners Insurance Discount Program	Director and Assistant Director, Employee, EB, RM&S	January – May 2016	Work with Employee Benefits Consultant, District Accounting and Finance, and Employee Benefits Committee to develop the best benefit program option that will not be cost prohibitive to the district and employees, with minimal plan design changes and financial impact to District and employees.	Budget & Finance, Wortham, Purchasing, Employee Benefits Committee, Humana, and industry networking through other school districts and professional organizations	November 2016
Activity 4: Implement 457 Annuity Program	EB, RM&S Director & CFO	Oct-December 2015	457 Interlocal Agreements to CFO CFO to Legal for Review	District Legal Services CFO ESC 8 & 10	January 2016
Activity 5: Create District Accident Prevention Plan & Safety Manual in compliance with CK-Local Policy	EB, RM&S Assistant Director, Safety Specialists	September 2015 – March 2016	Work with Risk Management/Safety Consultant to develop documents And implementation timeline and strategy	Departments Campuses Other Texas School Districts Professional Associations	June 2016
Activity 6: Maintain compliance with SB 11 through completion of tri-annual safety and security audits of all District campuses	EB, RM&S Assistant Director, Safety Specialists, SAISD PD	September 2015 - August 2016	Complete reporting requirements for 2011-14 audit cycle. Update audit process and begin scheduling of comprehensive reviews and evaluations of all District campuses for 2014-17 Audit period.	Occupational & Health Safety Specialists EB, RM & S staff SAISD PD Technology Dept. Department Campuses I-pad audit application Other Texas School Districts Texas Safe School Center	Ongoing
Activity 7: Cyber Risk Insurance Needs Analysis	Director and Assistant Director, Employee, EB, RM&S, Technology Dept.	Ongoing	Work with Risk Management & Safety Consultant and Technology Team to conduct needs assessment and Develop RFP specifications and timeline	Consultant Technology EB, RM&S Other Texas School Districts Departments Campuses Professional Associations	2016-2017

Activity 8: PPACA Variable Hour Compliance	HR, Technology, Legal, and Finance Administration	Ongoing	Work with Risk Management & Safety Consultant, Industry colleagues, and le counsel to clearly determine needed actions to maintain PPACA compliance	Consultant Technology HR Finance Other Texas School Districts Legal Counsel Nova-Time Sub-Finder	January 2016
<b>Strategy 2: Communication</b>					
Activity 1: Safety Training	EB, RM&S Assistant Director, Safety Specialists	September 2015 - August 2016	Develop district-wide safety training based on District historical and actual worker's compensation loss data with th intent to cultivate a safety-based employee culture.	OHS Specialists. EB, RM & S staff, Third Party Administrators, Consultants, claim loss data, employee feedback and evaluations, campus safety audit findings, and industry networking standards.	Ongoing

**2015 - 2016**

**District Improvement Plan**





## San Antonio Independent School District Police Department

Narrative overview of action plans for improvement and implementation of Law Enforcement and Safety programs for the San Antonio Independent School District.

### **Police Department Program Overview:**

The San Antonio Independent School District Police Department is providing law enforcement and security to district departments and campuses to insure that students and staff are safe at school.

### **Purpose of Program:**

The Police Department provides support services and guidance to campuses and departments in assuring safety and security implementation compliance in the area of safety audits, emergency management and overall security for SAISD. More specifically, the purpose of the Police Department Program is to:

- Support high-quality and comprehensive law enforcement/security programs for students and staff while attending SAISD schools.
- Ensure compliance with all federal and state laws.
- Provide expertise in the suppression and investigation of crimes committed on school district property.

### **Areas of Focus for the Police Department:**

- Ensure safety is the number one priority of all stakeholders in the district
- Provide on-site police presence and enforcement of laws
- Assist in training of emergency management procedures.
- Maintains district alarms and locks as well as provide technical expertise in devising strategies of property protection

## Increase Safety and Security Action Plan 2015-2016

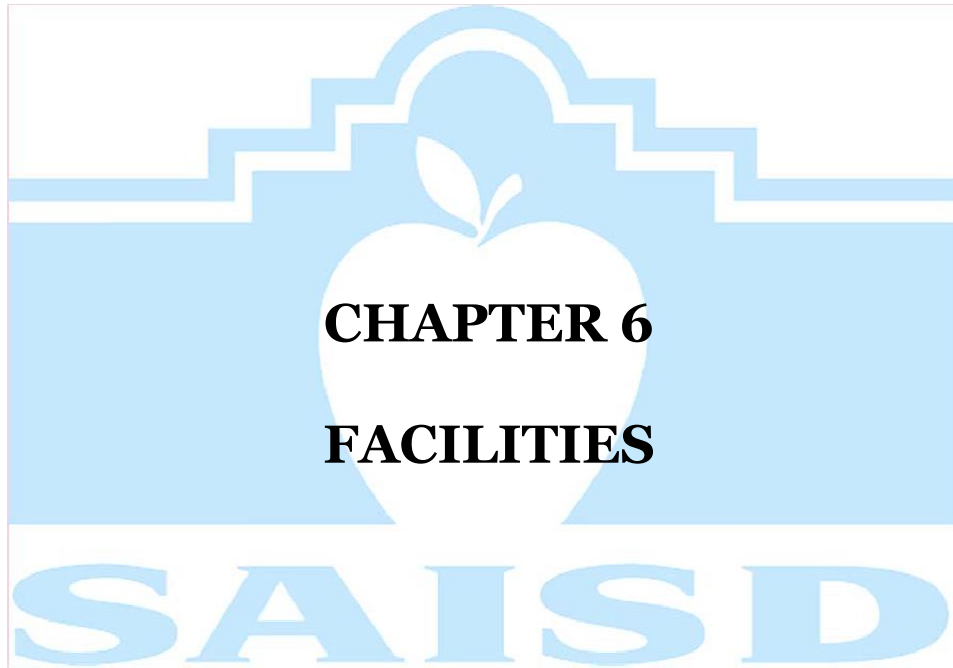
Goal: Improve Safety and Security					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Conduct an analysis of needs for the Police department.</li> <li>• Ensure manpower allocations for a viable and trained Police department.</li> <li>• Provide a safe learning and working environment for students and staff.</li> <li>• Ensure campuses and departments are trained and prepared for emergency situations.</li> </ul>					
Strategy 1: Conduct an analysis of needs for the Police department					
Activity 1. Chief will conduct a strategic needs assessment	Chief of Police	January, 2015	Evaluate and anticipate future needs	None	2 - 2016
Strategy 2: Ensure manpower allocations for a viable and trained Police department					
Activity 1. Department personnel will recruit sufficient officers to fill the authorized budget.	Chief of Police, Human Resources	Every month	Hire sufficient officers to fully staff department to authorized budget levels.	Manpower to conduct training handled by department staff.	6 - 2016
Activity 2. Professional Standards will process and send officers through established training protocols for the department.	Chief of Police, Human Resources	Every month	Hire sufficient officers to fully staff department to authorized budget levels.	Manpower to conduct training handled by department staff.	6 - 2016
Activity 3. Department will establish an eligibility list of qualified applicants for future openings.	Chief of Police, Human Resources	Every month	Hire sufficient officers to fully staff department to authorized budget levels.	Manpower to conduct training handled by department staff.	6 - 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategy 3: Provide a safe learning and working environment for students and staff					
Activity 1 Staff of Police Department will work with school principals to determine needs in secondary schools for cameras and their placement.	Chief of Police, Associate Supt. of Facilities, Leadership Executive Directors, School Principals	Bi Monthly	Prepare projections and cost analysis to upgrade existing systems and add all other secondary school.	Funded by 2010 Bond Project	6 - 2016
Activity 2 Replace and update locks, door and other items in need of repair	Chief of Police, Associate Supt. of Facilities, Leadership Executive Directors, School Principals,	Bi Monthly	Prepare projections and cost analysis to upgrade existing systems and add all other secondary school.	Funded 2010 Bond Project	1 - 2016
Activity 3 Ensure compliance with key and alarm codes at the campus level	Chief of Police, Associate Supt. of Facilities, Leadership Executive Directors, School Principals	Bi Monthly	Prepare projections and cost analysis to upgrade existing systems and add all other secondary school.	Funded by 2010 Bond Project	1 - 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategy 4: Ensure campuses and departments are trained and prepared for emergency situations.					
Activity 1. Police Department staff will train all department heads and school principals on the basic ICS 100, 700 and 800 courses as allowed	Chief of Police, Leadership Executive Directors, Risk Management, Professional Development,	Annually	School principals and district administrative staff will be trained in FEMA National Incident Management System (NIMS) and others are required.	In-House and outside instructors authorized and qualified to teach topics.	2015-2016 school year
Activity 2. Police Department Supervisors staff will complete all ICS 300 and 400 courses as required	Chief of Police, Professional Development	Annually	School principals and district administrative staff will be trained in FEMA National Incident Management System (NIMS) and others are required.	In-House and outside instructors authorized and qualified to teach topics.	2015-2016 school year

**2015 - 2016**

**District Improvement Plan**



## **Facilities Services Department Program Overview:**

The San Antonio Independent School District Facilities Services Department provides a functional and safe environment for students, teachers, staff and visitors in support of the District's mission of transforming SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

### **Purpose of Program:**

Facilities Services believes that our buildings, grounds and infrastructure must reflect the vision and goals of academic excellence at SAISD. Department programs are administered by our Facilities Planning & Construction, Maintenance and Custodial Operations professionals, and Facilities Services Office.

In support of the District's vision and goals, the Department coordinates with other departments to assure a continuum of service meets school needs while remaining sensitive to scheduling services at appropriate times.

Additionally, the Department communicates with other government agencies, as well as contracted service providers and product suppliers, to assure compliance with current Code, safety and other standards while maintaining alertness to new methods and anticipating changes that may impact and improve the learning environment.

SAISD has developed a Long-Range Strategic Plan (LRSP) to address academic performance, curricular initiatives, demographic trends and operation costs. To achieve the LSRP goals of excellence, equity and efficiency, Facilities Services has developed the following initiatives as focus.

### **Areas of Focus for the Facilities Services Department for 2015-2016:**

- Implement Bond 2010
- Update LRSP and Develop Bond II
- Complete Operations Maintenance Schedule
- Complete Preventive Maintenance Schedule
- Special Projects and Renovations
- Update Maintenance Replacement Plan

## **Facilities Department Summary Assessment:**

### **General Statement of Coverage**

1. Number of Campuses: 90 education campuses, 11 support facilities
2. Square Footage serviced: over 10 million square feet
3. Geographic size: distribution of schools over approximate 80 square miles

### **Strategy to Address Building Conditions**

#### **1. Bond Construction**

Construction Bond elections for 1997, 2001 and 2010 have provided partial building upgrades, systems replacements, as well as technology and security enhancements. Additional major building upgrades and consolidations are identified in the LRSP expected to be addressed in future bond programs.

#### **2. Capital Replacement**

Not all system components need replacement/major overhaul in the near future. Facilities Services Department has identified approximately 250 components in its Equipment Replacement Plan that need replacement over the next five years. Facilities Services staff will be evaluating these components to determine the most pressing needs and submit requests for budget enhancements for the upcoming budget year.

#### **3. Preventive and Repair Maintenance**

Increased emphasis on Preventive Maintenance is expected to reduce repair expenditures. Scheduled and detailed cleaning of facilities, ground maintenance, pest control activity, recycling, inspection and testing of building systems are prioritized. Timely response for repairs are monitored.

#### **4. Actions and Strategies for 2015-16**

The Department's primary goals and related strategies and activities are described below.

## Facilities Services: Department Action Plan

**GOAL 1: To administer the in-house portion of the 2010 Bond Program Project close out and provide oversight and monitor the Program Projects administered under the External Project Management Team that have been approved by the Board of Trustees.**

**Also, to assure that 100% of all scheduled activities for all Board-approved Bond Projects are appropriately completed on schedule, within budget, according to Code and contract standards and in a safe manner.**

**Note. External Project Management Team:**

- External Project Management Team is responsible to the Board for project management. This includes, but is not limited to, completing project(s) with proper communication/coordination with campus and support departments as well as City of San Antonio, and other organizations; performing work on schedule; within budget; according to terms and condition of contract,
- Facilities Services Department is responsible for communicating to the Superintendent any issues the Superintendent so directs as well as anything Department determines to be appropriate.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• External Strategies:                             <ul style="list-style-type: none"> <li>▪ Continue to monitor Project Management activities.</li> <li>▪ Plan and implement processes to track and address record drawings and warranty work of the externally managed construction projects</li> </ul> </li> <li>• Internal Strategies:                             <ul style="list-style-type: none"> <li>▪ Oversee the construction of new Transportation Facility</li> <li>▪ Oversee the design and construction of SMART LABS at Whittier and Harris MS</li> </ul> </li> </ul>					
<p><b>Activity 1:</b> Continue to coordinate work with schools, departments and program managers</p>	<ul style="list-style-type: none"> <li>• Director, Facilities Planning and Construction</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Signatures from affected schools, departments and program mangers</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete by May 2016</li> </ul>



<p><b>Activity 2:</b> Continue to educate the Public on implementation of the Bond.</p>	<ul style="list-style-type: none"> <li>• Board of Trustees</li> <li>• Citizen Committee(s)</li> <li>• District Leadership; Communication Dept.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Website updates, Community meetings, Newsletters, Grounds-breaking, Bus Tours</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Aug. 2016</li> </ul>
<p><b>Activity 3:</b> Continue to monitor relocation of affected classes; scope of projects; Financial controls; Scheduling controls; Contract enforcement (where professional services and contractors); Communication and coordination with architects and engineers.</p>	<ul style="list-style-type: none"> <li>• Senior Executive Director, Facilities</li> <li>• Director, Facilities Planning and Construction</li> <li>• Director, Plant Services</li> <li>• Department Accountant</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and Construction project summary status documents</li> </ul>	<ul style="list-style-type: none"> <li>• 2010 Bond</li> <li>• Other funding sources where designated</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project, but no later than Dec. 2016</li> </ul>
<p><b>Activity 4:</b> Assure completion of the contract, retention of appropriate closing documents, commissioning, etc. and financial reports. Documentation retained by SAISD for reference.</p>	<ul style="list-style-type: none"> <li>• Associate Sup, Facilities</li> <li>• Senior Executive Director, Facilities</li> <li>• Director, Facilities Planning and Construction</li> <li>• Director, Plant Services</li> <li>• Department Accountant</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by project</li> </ul>	<ul style="list-style-type: none"> <li>• Reports by Internal Project Management Team</li> <li>• Planning and Construction projects summary status documents</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project, but no later than May 2016</li> </ul>
<p><b>Activity 5:</b> Coordinate make ready activities with schools. Plan training sessions for use of equipment and systems.</p>	<ul style="list-style-type: none"> <li>• Director, Facilities Planning and Construction</li> <li>• Project Inspectors</li> <li>• Project Managers</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>	<ul style="list-style-type: none"> <li>• Make Ready Agendas</li> <li>• Training Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Project Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project, but no later than Dec. 2016</li> </ul>

<p><b>Activity 6:</b> Track warranty work request, develop reporting methods for submittal to Project Management team, perform 1 year warranty walk through and assign major systems maintenance and repair to District departments</p>	<ul style="list-style-type: none"> <li>• Associate Sup, Facilities</li> <li>• Senior Executive Director, Facilities</li> <li>• Director, Facilities Planning and Construction</li> <li>• Director, Plant Services</li> <li>• Department Accountant</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>	<ul style="list-style-type: none"> <li>• Warranty Request List</li> <li>• Meeting Schedules for 1 year walk through</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Dec. 2016</li> </ul>
<p><b>Activity 7:</b> Communicate results of projects to Superintendent and the Board</p>	<ul style="list-style-type: none"> <li>• Associate Sup, Facilities</li> <li>• Senior Executive Director, Facilities</li> <li>• Director, Facilities Planning and Construction</li> <li>• Director, Plant Services</li> <li>• Department Accountant</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>	<ul style="list-style-type: none"> <li>• Board Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project, but no later than Dec. 2016</li> </ul>
<p><b>Activity 8:</b> Establish communication protocols, report formats, timelines, etc. for the construction of the new Transportation facility</p>	<ul style="list-style-type: none"> <li>• Associate Supt., Facilities</li> <li>• Senior Executive Director, Facilities</li> <li>• Director, Facilities Planning and Construction</li> <li>• Director, Plant Services</li> <li>• Department Accountant</li> </ul>	<ul style="list-style-type: none"> <li>• Sept. 2015</li> <li>• Sept. 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities Services Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Bond 2010</li> <li>• Other funding sources where designated</li> </ul>	<ul style="list-style-type: none"> <li>• Sept. 2016</li> </ul>

<p><b>Activity 9:</b> Assure completion of the contract, retention of appropriate closing documents, commissioning, warranty documents, etc. and financial reports. Documentation retained by SAISD for reference.</p>	<ul style="list-style-type: none"> <li>• Associate Supt., Facilities</li> <li>• Senior Executive Director, Facilities</li> <li>• Director, Facilities Planning and Construction</li> <li>• Director, Plant Services</li> <li>• Department Accountant</li> </ul>	<ul style="list-style-type: none"> <li>• Dec. 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Reports by Internal Project Management Team</li> <li>• Planning and Construction project summary status documents</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Dec. 2016</li> </ul>
<p><b>Activity 10:</b> Establish communication protocols, report formats, timelines, etc. for the design and construction of SMART LABS at Whittier and Harris MS</p>	<ul style="list-style-type: none"> <li>• Associate Sup, Facilities</li> <li>• Senior Executive Director, Facilities</li> <li>• Director, Facilities Planning and Construction</li> <li>• Director, Plant Services</li> <li>• Department Accountant</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> <li>• Sept. 2015</li> <li>• May 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities Services Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Bond 2010</li> <li>• Other funding sources where designated</li> </ul>	<ul style="list-style-type: none"> <li>• May 2016</li> </ul>
<p><b>Activity 11:</b> Assure completion of the contract, retention of appropriate closing documents, commissioning, warranty documents, etc. and financial reports. Documentation retained by SAISD for reference</p>	<ul style="list-style-type: none"> <li>• Associate Sup, Facilities</li> <li>• Senior Executive Director, Facilities</li> <li>• Director, Facilities Planning and Construction</li> <li>• Director, Plant Services</li> <li>• Department Accountant</li> </ul>	<ul style="list-style-type: none"> <li>• May 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Reports by Internal Project Management Team</li> <li>• Planning and Construction project summary status documents</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• May 2016</li> </ul>

## Facilities Services: Department Action Plan

<b>GOAL 3: Facilities Services Department will update the “Long Range Strategic Facilities Plan” (LRSFP) and develop recommendations for Bond- Phase II</b>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>▪ Update Conditional and Programmatic requirement of the LRSFP for school improvements</li> <li>▪ Update requirements for central consolidated administrative and support facilities</li> <li>▪ Develop recommended options for Bond-Phase II</li> </ul>					
<b>Activity 1:</b> Contract with consultants to review current facility conditions and programs	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities</li> <li>• Supt</li> </ul>	<ul style="list-style-type: none"> <li>• Oct. 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Contract</li> <li>• Superintendent approval</li> </ul>	<ul style="list-style-type: none"> <li>• \$100k to \$200k enhancement</li> </ul>	<ul style="list-style-type: none"> <li>• May 2016</li> </ul>
<b>Activity 2:</b> Work through administration for input on program changes that affect the LRSFP: EPN, YMCA, Charters, PK8's, New Programs, etc.	<ul style="list-style-type: none"> <li>• Deputy Supt, Curriculum and Instruction</li> <li>• Deputy Supt, Leadership</li> <li>• Associate Supt, Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Oct. 2015- Mar 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Meeting Agendas</li> <li>• Draft reports</li> </ul>	<ul style="list-style-type: none"> <li>• Staff intensive involvement, input and reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Mar 2016</li> </ul>
<b>Activity 3:</b> Present updates to Growth and Development Committee	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Presentation material</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly; Oct. 2015- Mar. 2016</li> </ul>
<b>Activity 4:</b> Seek Board of Trustees' approval of updated LRSFP	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• May 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Board Agenda</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• May 2016</li> </ul>

<b>Activity 5:</b> Work through affected Departments to develop/update conditional and program needs	<ul style="list-style-type: none"> <li>• Department Heads</li> <li>• Associate Supt, Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Oct. 2015- Mar 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly agendas</li> <li>• Draft reports</li> </ul>	<ul style="list-style-type: none"> <li>• Staff intensive involvement, input and reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Mar 2016</li> </ul>
<b>Activity 6:</b> Present updates to Growth and Development Committee	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Presentation material</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly; Oct. 2015- Mar. 2016</li> </ul>
<b>Activity 7:</b> Establish new bonding capacity for Phase II Bond	<ul style="list-style-type: none"> <li>• Associate Supt, Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Dec. 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Report from Finance</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Dec. 2015</li> </ul>
<b>Activity 8:</b> Develop three options for Bond-Phase II using: <ul style="list-style-type: none"> <li>a) Elementary schools as a priority</li> <li>b) Middle schools as a priority</li> <li>c) High Schools as a priority</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Facilities Planning and Construction</li> <li>• Associate Supt, Facilities</li> <li>• Supt Cabinet</li> </ul>	<ul style="list-style-type: none"> <li>• Jun. 2016- Aug. 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Cabinet agendas</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Aug. 2016</li> </ul>
<b>Activity 9:</b> Recommend a Bond-Phase II package within bonding capacity	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities</li> <li>• Supt</li> </ul>	<ul style="list-style-type: none"> <li>• Sept. 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Board Agenda</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Sept. 2016</li> </ul>

## Facilities Services: Department Action Plan

<b>GOAL 4: The Plant Operations department will provide an exceptionally clean, safe and sanitary environment for students, faculty, and visitors that is ideal for learning, teaching, research and work by providing superior custodial, grounds, pest control service and Recycling.</b>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategies:</b> <ul style="list-style-type: none"> <li>▪ Identify needs related to facility cleaning through regular campus inspections and collaboration with campus administrators to ensure all campus needs are met</li> <li>▪ Maintain a consistent mowing and tree trimming program for all district campuses to ensure all campus exteriors remain safe and provide a positive and pleasing example to the community</li> <li>▪ Provide prompt, professional and effective pest control service to district schools utilizing regular weekly visits and inspections to ensure all pest related problems are addressed and resolved in a quick or expedient manner</li> <li>▪ Provide regular pick – up of recyclable material from district schools to continue improving the environment by consistently reducing the volume of trash going into our city landfills</li> </ul>					
<b>Activity 1:</b> Inspect schools weekly concentrating on cleanliness of all school areas, exterior landscapes, pest eradication and positive participation in the SAISD recycling program	<ul style="list-style-type: none"> <li>• Custodial Supervisors</li> <li>• Grounds Crew Supervisors</li> <li>• Pest Control Technicians</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly; Sept. 2015 – Aug. 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Inspections</li> <li>• Visits with Campus Administrators</li> <li>• Emails</li> <li>• Work Orders</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Department Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly; Sept. 2015 – Aug. 2016</li> </ul>
<b>Activity 2:</b> Collaborate with School staff through weekly visits, emails, and to provide an opportunity to communicate their needs related to this department	<ul style="list-style-type: none"> <li>• Custodial Supervisors</li> <li>• Grounds Crew Supervisors</li> <li>• Plant Operations Admin</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly; Sept. 2015 – Aug. 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Outlook</li> <li>• School visits</li> <li>• Campus Inspection Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Department Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly; Sept. 2015 – Aug. 2016</li> </ul>

<p><b>Activity 3:</b> Utilize Operations Based Technicians and Crews to provide the manpower and expertise to address all campus needs</p>	<ul style="list-style-type: none"> <li>Plant Operations Supervisors and Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Weekly; Sept. 2015 – Aug. 2016</li> </ul>	<ul style="list-style-type: none"> <li>Campus Inspections</li> <li>Visits with Campus Administrators</li> <li>Emails</li> <li>Work Order Completion Reports</li> </ul>	<ul style="list-style-type: none"> <li>Annual Department Budget</li> </ul>	<ul style="list-style-type: none"> <li>Weekly; Sept. 2015 – Aug. 2016</li> </ul>
<p><b>Activity 4:</b> Monitor and report progress: a) Field inspections b) Work Order Reports c) Campus comments</p>	<ul style="list-style-type: none"> <li>Plant Operations Supervisors and Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Weekly; Sept. 2015 – Aug. 2016</li> </ul>	<ul style="list-style-type: none"> <li>Progress Reports of on-site inspectors and/or Progress Meeting notes</li> <li>Work Order Reports</li> <li>Budget Reports</li> </ul>	<ul style="list-style-type: none"> <li>Annual Department Budget</li> </ul>	<ul style="list-style-type: none"> <li>Weekly; Sept. 2015 – Aug. 2016</li> </ul>
<p><b>Activity 5:</b> Evaluate results (costs, scheduling impacts, results of services provided, and resolve identified issues to improve service)</p>	<ul style="list-style-type: none"> <li>Plant Operations Supervisors and Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Weekly; Sept. 2015 – Aug. 2016</li> </ul>	<ul style="list-style-type: none"> <li>Microsoft Outlook</li> <li>School visits</li> <li>Campus Inspection Forms</li> </ul>	<ul style="list-style-type: none"> <li>Annual Department Budget</li> </ul>	<ul style="list-style-type: none"> <li>Weekly; Sept. 2015 – Aug. 2016</li> </ul>
<p><b>Activity 6:</b> Communicate results to Senior Executive Director, Associate Superintendent Facilities</p>	<ul style="list-style-type: none"> <li>Plant Operations Supervisors and Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Weekly; Sept. 2015 – Aug. 2016</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Notes of briefing campus administrators, departments</li> </ul>	<ul style="list-style-type: none"> <li>Department Budget</li> </ul>	<ul style="list-style-type: none"> <li>Weekly; Sept. 2015 – Aug. 2016</li> </ul>

## Facilities Services: Department Action Plan

**GOAL 5: To comply with preventive maintenance schedule including testing and repair of systems: gas, boilers, fire alarms, fire sprinklers, HVAC unit ventilators, elevators, chairlifts, backflow and complete 100% of scheduled preventative maintenance actions on time as well as 100% of funded related repairs within 30 days of preventative actions.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Develop Annual Plan for all Preventative Maintenance with timelines and person responsible</li> <li>▪ Utilize Computerized Work Order System to track schedules, completion dates, associated repair costs</li> <li>▪ Report progress periodically to the Senior Executive Director, Facilities Services</li> <li>▪ Expand PM program annually for new systems</li> <li>▪</li> </ul>					
<p><b>Activity 1:</b> Identify systems and components needing preventive maintenance in terms of required PMs and optional (contingent on available resources)</p>	<ul style="list-style-type: none"> <li>• Senior Executive Director, Facilities</li> <li>• Director, Plant Services</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly DIP meeting</li> </ul>	<ul style="list-style-type: none"> <li>• PM Schedule and Completion Record</li> <li>• PM “Spot-Check” follow up reports</li> </ul>	<ul style="list-style-type: none"> <li>• Plant Services local budget</li> <li>• Assistant Directors Contract Services (eg. Elevators, Fire alarms, chairlifts)</li> </ul>	<ul style="list-style-type: none"> <li>• Annually; Jun. – Aug.</li> </ul>
<p><b>Activity 2:</b> Assign designated coding for PM Work Orders and related repairs</p>	<ul style="list-style-type: none"> <li>• Director, Plant Services</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> <li>• Jul. 2016</li> <li>• Aug. 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Data from Computerized Work Order System</li> <li>• Spreadsheet Tabulation Summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Director- JF</li> <li>• Work Order Software provider</li> </ul>	<ul style="list-style-type: none"> <li>• Annually; Aug.</li> </ul>
<p><b>Activity 3:</b> Report progress periodically</p>	<ul style="list-style-type: none"> <li>• Senior Executive Director, Facilities</li> <li>• Director, Plant Services</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly</li> <li>• Oct. 2016</li> <li>• Jan. 2016</li> <li>• Apr. 2016</li> <li>• Jul. 2016</li> </ul>	<ul style="list-style-type: none"> <li>• PM Schedule and Completion Record</li> <li>• PM “Spot-Check” follow-up Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Plant Services</li> <li>• Director, Operations</li> <li>• Assistant Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Annually; Jul.</li> </ul>



<p><b>Activity 4:</b> Expand the PM program each year as a cost-effective means of reducing repair costs and component “down time”</p>	<ul style="list-style-type: none"> <li>• Executive Director, Facilities</li> <li>• Director, Plant Services</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> <li>• Apr. 2016</li> <li>• Jul. 2016</li> </ul>	<ul style="list-style-type: none"> <li>• PM Schedule and Completion Record</li> <li>• Component Repair/Costs (special Work Order reports requested by Assistant Directors)</li> <li>• Budget Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Plant Services</li> <li>• Director, Operations</li> <li>• Department Accountant</li> <li>• Assistant Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Annually; Jun.</li> </ul>
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## Facilities Services: Department Action Plan

**GOAL 6: To complete Special Projects and Renovations on time, within budget, according to appropriate standards and in a safe manner.**

**Facilities Services' mission is to provide our schools and support facilities with a functional and safe physical environment for students, teachers, staff and visitors in support of the District's Mission of becoming a national model urban school district where every child graduates and is educated so he or she is prepared to be a contributing member of the community. Exemplary ratings require school districts to constantly strive for innovative educational approaches.**

**SAISD has specific projects indicated below with associated objectives.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b>                      SPECIAL PROJECTS AND RENOVATIONS THIS SCHOOL YEAR:</p> <ul style="list-style-type: none"> <li>▪ Curb Appeal –Curb appeal projects provide a good “first impression” for promoting a positive educational environment. The objective is to complete fourteen curb appeal projects within the next school year, contingent upon available funding.</li> <li>▪ Capital Replacement Plan (Deferred Maintenance)- identify the next Summer Projects based on priority/need and available budgets.</li> <li>▪ Upgrades &amp; Renovations per TEA Inspection- prioritize and categorize list of deficiencies related to TEA/ADA audit.</li> </ul>					
<p><b>Activity 1:</b>                      Identify needs, standards, budget and timelines for projects</p>	<ul style="list-style-type: none"> <li>• Director, Operations</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>	<ul style="list-style-type: none"> <li>• Emails and Meeting Notes of conferences with principals and District Leadership team</li> </ul>	<ul style="list-style-type: none"> <li>• Designated Fund</li> <li>• Deferred Bond</li> <li>• Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> <li>• Annual Overall Planning</li> <li>• Aug.</li> </ul>
<p><b>Activity 2:</b>                      Collaborate with campus administrators on scope and scheduling of projects as well as responsibility for maintenance of curb appeal project after it is completed</p>	<ul style="list-style-type: none"> <li>• Director, Operations</li> <li>• Principals</li> <li>• Director, Plant Services</li> <li>• Assistant Director, Environmental Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Meetings or as deemed appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Emails and Meeting Notes of conferences with principals and design team</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>

<b>Activity 3:</b> Review plans with stakeholders (if needed)	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities or designee</li> <li>• Consultants</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>	<ul style="list-style-type: none"> <li>• Emails and Meeting Notes of conferences with Superintendent, Cabinet and Principal/Dept head</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>
<b>Activity 4:</b> Secure permits (if needed)	<ul style="list-style-type: none"> <li>• Consultants</li> <li>• Contractors</li> <li>• Plant Services Supervisors (where applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>	<ul style="list-style-type: none"> <li>• Permits and receipts for fees paid for permits</li> </ul>	<ul style="list-style-type: none"> <li>• Project budget</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>
<b>Activity 5:</b> Implement approved work plans	<ul style="list-style-type: none"> <li>• Director, Operations</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>	<ul style="list-style-type: none"> <li>• Work Plans</li> <li>• Work Orders</li> </ul>	<ul style="list-style-type: none"> <li>• Project budget</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>
<b>Activity 6:</b> On-site scheduled as well as unannounced inspections	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities or designee</li> <li>• Senior Executive Director, Facilities or designee</li> <li>• Consultants</li> </ul>	<ul style="list-style-type: none"> <li>• Daily, weekly or otherwise as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Inspection Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Project budget</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>
<b>Activity 7:</b> Evaluate results (costs, schedules, impact of services provided, issues, solutions, new approaches to consider for future projects)	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities or designee</li> <li>• Senior Executive Director, Facilities or designee</li> <li>• Department Accountant</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly, monthly or otherwise as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Emails and meeting notes</li> <li>• Budget Reports</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>

<b>Activity 8:</b> Manage close-out documents, warranties etc. (if applicable)	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly, annually or otherwise as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Close-out documents</li> <li>• Warranties</li> <li>• Consultant and Staff Reports</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>
<b>Activity 9:</b> Communicate results to Superintendent, Cabinet and Principals where projects were scheduled	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>	<ul style="list-style-type: none"> <li>• Various reports and records as described above</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>
<b>Activity 10:</b> Communication	<ul style="list-style-type: none"> <li>• Senior Executive Director, Facilities or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>	<ul style="list-style-type: none"> <li>• Emails and meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>
<b>Activity 11:</b> Technical Support	<ul style="list-style-type: none"> <li>• Senior Executive Director, Facilities or designee</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Emails and meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>• Designated Fund</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>
<b>Activity 12:</b> Records Management	<ul style="list-style-type: none"> <li>• Senior Executive Director, Facilities or designee</li> <li>• Department Accountant</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Emails and meeting notes</li> <li>• Budget Records, where applicable</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Varies by Project</li> </ul>

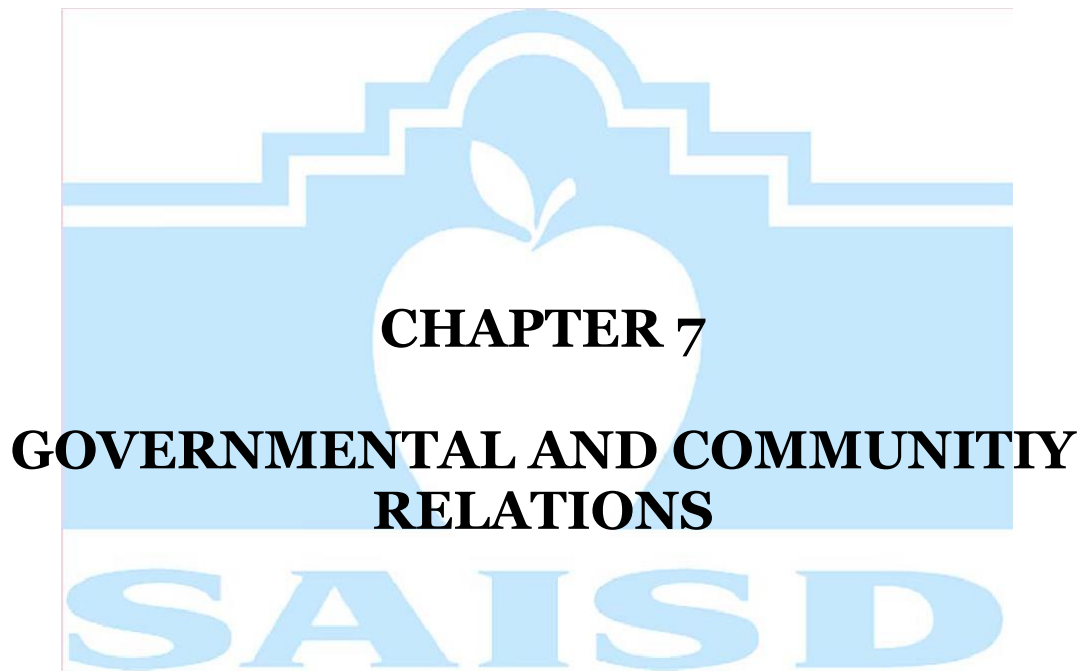
## Facilities Services: Department Action Plan

<b>GOAL 7: To update a list of priority projects for the next school year.</b>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Coordinate with Field Maintenance Staff to identify the most current needs</li> <li>▪ Criteria for prioritized replacement include such factors as 1) health, safety, Code Compliance and 2) age of systems</li> <li>▪ Timelines identify an approximately 28-month Project planning cycle to assure the most essential systems replacements needed in schools are identified and an orderly process is utilized for communication and coordinating those needs to schools and programs that may be impacted</li> <li>▪ Outline a working plan that identifies when major maintenance and replacement programs occur at all schools</li> <li>▪ Timely and accurate communication to Cabinet and school administrators to assure continuity of educational and afterschool services to students</li> </ul>					
<p><b>Activity 1:</b> Identify Life Cycle for System Components and receive input from staff/consultants</p>	<ul style="list-style-type: none"> <li>• Senior Executive Director, Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Updated in 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Master Maintenance Replacement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Input from Director, Plant Services and Assistant Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Annually; Aug.</li> </ul>
<p><b>Activity 2:</b> Review and update Maintenance Replacement Plan</p>	<ul style="list-style-type: none"> <li>• Senior Executive Director, Facilities</li> <li>• Director, Plant Services</li> <li>• Department Accountant</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> <li>• Sept. 2016</li> <li>• Oct. 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Master Maintenance Replacement Plan</li> <li>• Short-Range Equipment Replacement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Input from Facilities Foremen and Assistant Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Annually; Oct.</li> </ul>
<p><b>Activity 3:</b> Formal Presentation of Plan to Board and Superintendent indicating general plan requirements for additional budget/funds, staffing to manage, and cost of maintenance during life cycle of equipment</p>	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• As needed</li> </ul>	<ul style="list-style-type: none"> <li>• Approved Agenda items</li> </ul>	<ul style="list-style-type: none"> <li>• Applicable funding sources</li> </ul>	<ul style="list-style-type: none"> <li>• Annually as needed</li> </ul>

<b>Activity 4:</b> Retain consultant(s) where necessary	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Oct. 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Signed contracts</li> </ul>	<ul style="list-style-type: none"> <li>• Designated Project Fund</li> </ul>	<ul style="list-style-type: none"> <li>• Dec. 2016</li> </ul>
<b>Activity 5:</b> Solicit RFPs for 1 <sup>st</sup> year projects	<ul style="list-style-type: none"> <li>• Associate Supt, Facilities or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Feb. 60%</li> <li>• May 100%</li> </ul>	<ul style="list-style-type: none"> <li>• RFPs</li> </ul>	<ul style="list-style-type: none"> <li>• N/A (Not Applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Annually; May</li> </ul>
<b>Activity 6:</b> Award Contracts (Board action)	<ul style="list-style-type: none"> <li>• Board of Trustees</li> <li>• Supt</li> <li>• Associate Supt, Facilities</li> <li>• Director, Materials Mgmt</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend by Feb. 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Board Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Designated Project Fund</li> </ul>	<ul style="list-style-type: none"> <li>• Annually; Mar.</li> </ul>

**2015 - 2016**

**District Improvement Plan**



# **Governmental & Community Relations Department/ Parent & Family Engagement Department 2015-2016 Comprehensive Needs Assessment**

The goal of Community Relations is to engage all stakeholders - parents, students, teachers, community, businesses and employees through a comprehensive engagement focus that includes six types of involvement – Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community. Through two-way communication, all stakeholders will be informed, invested and engaged as partners in supporting the school community. As partners, all will have high expectations for teaching and learning and academic and personal success for all students.

The comprehensive needs assessment for the Governmental/Community Relations and the Parent & Family Engagement departments is divided into four target areas.

1. Improving student performance through effective **Parent Engagement**
2. Improving student performance through **Community Engagement**
3. Improving student performance through providing **Customer Service** to all customers and stakeholders - internal and external
4. Improving student performance through **Governmental and Community Relations**

## **1. Improving student performance through Parent Engagement**

Research indicates that if parents/family members are engaged in the life of their child, academic success increases. SAISD will implement a multi-faceted, comprehensive framework to reach as many parents/families as possible and strengthen the school district's school-family-community partnerships. The goal is to provide parents, families and the community with knowledge and research-based strategies that will enable them to help children succeed academically and personally.

Two District-wide Parent Summits were hosted during the 2014-15 school year. A variety of session topics was presented relating to students from Early Childhood-Grade 12. The feedback and session evaluations by parents is the basis for creating the program for future parent summits.

During the 2014-15 school year, our goal was to keep Parent Summit attendance at a high level. Through the efforts of the department and Parent & Family Liaisons, attendance at the previous year's summits set a record attendance.

Parent training opportunities have primarily been presented through monthly meetings at the campus level. Parent & Family Liaisons attended monthly meetings presented by the Parent & Family Engagement Department and professional development focusing on best practices for engaging parents/families and the community is delivered at each training.

Last year, the half-time facilitator position was made full-time because of the increased focus on parent/family/community engagement. A goal during 2015-16 is to create a Parent Academy, with assistance from the Parent & Family Liaisons, to deliver training opportunities to arm parents with knowledge and skills to affect their child's academic success.

## **Needs Assessment**

1. Stakeholders have varying levels of understanding about the need for and value of Parent/Family partnerships and substantive engagement
2. Need to ensure two-way communication and delivery of parent/family engagement to parents/families of 54,000 SAISD students



3. 84 out of 90 campuses have a full-time Parent & Family Liaison
4. Campuses that do not have a Parent & Family Liaison send a designee/Parent Contact to monthly meetings
5. District Parent Engagement Facilitator recently became a full-time position

**Goal Statements/Performance Objectives and Targets** for Improving Student Performance through Parent Engagement

1. SAISD stakeholders will gain understanding of best practices that can be utilized to address and increase Parent/Family Engagement
2. Conduct needs assessment with Parent & Family Liaisons/Parent Contacts to determine professional development needed by campuses as identified in Campus Improvement Plans (CIP's) and surveys conducted at campuses
3. Provide quality professional development to Parent & Family Liaison /Parent Contacts focusing on increasing parental/family and community engagement
4. Host at least two District-wide Parent Summits and present sessions that align with academic goals of district
5. Provide training opportunities for parents through a Parent Academy
6. Collaborate with Federal Programs department to monitor Campus Improvement Plans to ensure increase in parent/family engagement at each campus
7. Monitor parent/family engagement/participation through Parent & Family Liaisons
8. Collaborate with United Way to facilitate implementation of school-community partnership at the 22 campuses selected for the program
9. Outreach to 100% of our parents/families and provide information on how to help their children succeed academically and personally
10. All campuses will send a Parent & Family Liaison/Parent Contact to monthly meetings
11. In collaboration with the SAISD Council of PTAs, work with all campuses to either strengthen the campus PTA chapter or establish a PTA chapter in order to become a PTA district.

**2. Improving student performance through Community Engagement**

Improving student performance through community engagement can be accomplished through a variety of initiatives including mentoring, volunteering and tutoring. A major need is to develop an open exchange of resources between schools and community. External organizations such as businesses, postsecondary institutions, neighborhood associations and retiree groups can be vital partners in reaching our children through the donation of their time, life experiences and resources. Through the years, SAISD's efforts have focused on increasing community participation. We want to join together with external community agencies and mentoring organizations to share information, promote mentoring awareness, highlight best practices and foster collaboration within the community to avoid duplication of effort. District staff provides campus support, training and guidance through site visits, CIP reviews with appropriate personnel and monthly meetings.

**Needs Assessment for Community Engagement**

- Department needs to become the clearing house for business and community partners
- The count of unduplicated mentors needs better accuracy
  - Challenge to track and monitor partnerships

**Goal Statements/Performance Objectives and Targets** for improving student performance through Community Engagement

1. Conduct needs assessment to determine training and support needed by Volunteer Programs
2. Improve the level of parent and community engagement by providing professional development to Parent & Family Liaisons on building community and business partnerships

3. Maintain and increase partnerships to include volunteers, mentors, tutors, business and community
4. Provide professional development for campus personnel on best practices and strategies for approaching and recruiting outside organizations
5. Improve the district-designed system to monitor volunteer hours donated by individuals and organizations
6. Maintain a campus, school-community partner document, to monitor all community involvement partners

### **3. Improving SAISD's *Customer Service* to all Customers/Stakeholders**

SAISD is here to serve all our customers, whether it is a student in our district, a parent or a community member. We want our customers to always have the confidence of knowing they are important to us and that we are working together to reach the goals of educating every student.

One priority of SAISD is to continually improve and provide quality customer service.

#### **Needs Assessment**

- District vision of Customer Service not clear to all stakeholders
- Stakeholders have varying perception of customer service
- Customer Service policies/procedures not known by all stakeholders
- Stakeholders may not possess customer service/problem solving skills
- District employees lack knowledge about where to send customers for help
- District Customer Service database has provided challenges to timely recording of cases and providing accurate reporting of data and a new system was recently implemented
- Two Constituent Specialists handled 1,956 cases during the 2013-14 school year
- During the 2010-14 school years, data has been collected by various categories such as calls and cases resulting in challenging data analysis

#### **Goal Statements/Performance Objectives and Targets for Improving *Customer Service***

1. Create district/employee and parent/family task forces to evaluate current district Customer Service plan including current customer service policies, procedures, monitoring of and rewarding first-class customer service
2. Review Customer Service administrative procedure and revise if necessary
3. Create uniform vocabulary for Customer Service
4. Collaborate with Superintendent's office to standardize Customer Service process at the district level
5. Utilize shared customer service database to maintain on-going means of communication, evaluation and action to address customer service calls
6. Research creation of District-wide customer service professional development opportunities
7. Recognize and reward individuals, campuses and departments who deliver exceptional customer service, although human and monetary resources are limited.
8. Utilize District website and newsletter articles to showcase schools and departments who exhibit exceptional customer Service
9. Reduce volume of calls to constituent services/parent department by 10%

#### **4. Improving student performance through *Governmental Relations***

Partnering with governmental agencies and community decision-makers is a major SAISD goal. Engaging and collaborating with these partners will facilitate strategic work, focusing on the goal of student achievement. We want to effectively communicate district perspectives, priorities, and goals with government agencies who provide additional support and assistance in positively influencing our education system. We also strive to continue to engage various businesses, education, community and governmental entities in meaningful relationships to increase services to our students and build support for the District.

#### **Needs Assessment for *Governmental Relations***

- District vision and priorities not known by all stakeholders
- District stakeholders need to be informed of the state of the district, progress made by the district and impact of the 2015 legislative session

#### **Goal Statements/Performance Objectives and Targets for improving student performance through *Governmental Relations***

1. District stakeholders will be made aware of District vision and priorities focused on partnerships for student achievement
2. Continue outreach efforts to elected officials and District stakeholders
3. Continue outreach efforts to neighborhood associations
4. Expand outreach efforts/quarterly forums to businesses, faith-based community and other stakeholders

# Action Plan to Improve SAISD's Student Performance through Parent Engagement

<b>Goal:</b> Student achievement will increase because parents and families are engaged					
<b>Objective:</b> Provide learning opportunities for 100% of SAISD parents/families. They will leave sessions equipped with research-based strategies they can use to help their children make gains in academic performance as well as succeed personally. Parents will gain "college knowledge."					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategy 2:</b> Assist schools in building collaborative relationships with parents to improve student performance.					
Activity 1: SAISD stakeholders will gain understanding of Parent/Family Engagement through information sessions	PF&E Director, Parent Facilitator, Coordinator, Parent & Family Liaisons/Parent Contacts	October 2015  February 2016	Quarterly Reports  Summit Sign in sheets	N/A	June 2016
Activity 2: Develop and conduct needs assessment with Parent & Family Liaisons/Parent Contacts to determine training needed by campuses	PF&E Director, Parent Facilitator Federal Programs staff	August 2015	100% completed surveys by 84 campuses with Parent & Family Liaisons  100% completed surveys by 6 campuses with Parent Contacts	N/A	June 2015
Activity 3: Provide professional development that focuses on Parent/Family Engagement to SAISD employees to include Parent & Family Liaisons/Parent Contacts	Director, Facilitator Coordinator, Federal Programs staff	Monthly Parent & Family Liaisons trainings August 2015- May 2016	Sign in rosters Agendas Meeting evaluations  Agendas, sign in rosters and evaluations from individual campus meetings	Fund 199 - Local \$2,000.00	May 2016
Activity 4: Host Parent Summits. Sessions will align with academic goals of district, college knowledge, social issues and focus on increasing parent engagement	PF&E Director, Parent Facilitator, 100% Campaign Coordinator, P&FE dept. PFLs/Parent Contacts	Nov. 2015  March 2016	Increase attendance to 900  evaluations  Keynote Speaker-TBA	Fund 199 – Local \$20,000 Title 1 – 211 TBD  Fund 211 - \$3,500.00	March 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Activity 6: Present Parent Leadership opportunities	Executive Director, P&FE Director, Parent Facilitator	Dec. 2015  March 2016	Creation of Parent Academy or Institute	N/A	May 2016
Activity 7: Collaborate with Federal Programs to ensure increase in parent/family engagement at each campus. Parent & Family Liaison roles and responsibilities are geared toward parent engagement	Fed program staff, PF&E Director, Parent Facilitator, Parent & Family Liaisons/Parent Contacts	Quarterly Report	10% increase in number of parent/family engagement opportunities at each campus  10% increase in attendance by parents/families at Summits as evidenced by registration sign-in	Fund 199 – Local \$800.00	June 2016
Activity 8: Collaborate with United Way to facilitate implementation of School-Community Partnership process at 22 selected campuses	United Way VP and Facilitator, Executive Director, P&FE Director, Parent Facilitator	August 2015-  July 2016	Agendas and attendance at Partners Meetings  Participation in United Way School-Community Partnership Committees  Meetings with principals	N/A	June 2016
Activity 9: Create SAISD Parent Model Room in collaboration with United Way and GEAR UP 2	United Way VP and Facilitator, Exec. Director, P&FE Director, Parent Facilitator, United Way School-Community Partnership and GEAR UP	Oct. 2015	Completed Parent Room Models/Resource Room at Gonzales Center	Fund 199 - Local \$300.00	June 2016

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<p>Activity 10: Outreach to parents/families and provide them with information about how to help their children succeed academically and personally</p>	<p>Exec. Director, P&amp;FE Director, Parent Facilitator, Constituent Specialists, Parent &amp; Family Liaisons/Parent contacts</p>	<p>August 2015- June 2016</p>	<p>10% increase at campus events</p> <p>Messages delivered via PENS quarterly and monthly via District website</p> <p>PENS Report</p> <p>Parent Summit DVDs/ Quarterly Reports</p>	<p>Fund 199 - Local \$500.00</p>	<p>June 2016</p>
<p>Activity 11: Serve as the SAISD liaison to facilitate communication between the San Antonio Council of PTAs, all district principals and the Superintendent</p>	<p>P&amp;FE Director</p>	<p>Monthly Executive meetings</p> <p>Monthly PTA General Meetings</p>	<p>Attendance rosters</p> <p>Meeting agendas</p> <p>10% Increased PTA membership</p>	<p>N/A</p>	<p>June 2016</p>
<p>Activity 12: Serve as Superintendent's point-of-contact to the SAISD Council of PTAs Board and collaborate with Texas PTA</p> <p>Provide up-to-date information to parents regarding the District</p>	<p>Director</p>	<p>Monthly Council Executive meetings</p> <p>Monthly PTA General Meetings</p>	<p>Attendance roster</p> <p>Meeting agenda</p>	<p>N/A</p>	<p>June 2016</p>

## Action Plan to Improve SAISD's Student Performance through Community Engagement

<b>Goal:</b> Improve Student Performance through effective Community Engagement					
<b>Objective:</b> Enhance partnerships and collaboration with other educational institutions, community-based organizations and businesses to include volunteers, mentors and tutors.					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategy 3:</b> Continue to engage various businesses, education, community and governmental entities in meaningful relationships to provide services to our students and build support for our District.					
Activity 1: Continue to maintain a system to track hours volunteered by external persons in each school	Program Coordinator	Quarterly	Campus Sign In Sheets; Quarterly Reports	Fund 199 - Local \$5,000.00	June 2016
Activity 2: Establish effective communication system with the campus designated staff to implement/maintain a volunteer program on campus	Program Coordinator, Specialist	Monthly	Quarterly Reports Email Distribution Lists	TBD	June 2016
Activity 3: Provide professional development for campus designated staff on developing and implementing school-community partnerships that support students at each campus	Program Coordinator, Specialist	As needed	Prof. Dev. Schedule Agendas	Fund 211 - Local \$2,000.00	June 2016
Activity 4: Cultivate relationships with other agencies and create a culture of sharing ideas on improving methods on recruiting mentors, volunteers, and business partnerships	Executive Director, Program Coordinator	Quarterly	Meetings with SAISD Foundation Presentations at neighborhood and civic meetings Sign In Sheets Agendas	TBD	June 2016

# Action Plan to Improve SAISD's Student Performance through Customer Service

<b>Goal: Improve District Customer Service Performance.</b>					
<b>Objective:</b> SAISD stakeholders will be provided with information about District-wide procedures regarding how to address concerns and the process for conflict resolution.					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategy 1:</b> Assist schools in building collaborative relationships with employees, parents, members of the community and business partners to improve relations with the District by providing outstanding customer service.					
Activity 1: Meet with Superintendent to evaluate past and discuss future Customer Service plan including District vision	Executive Director, P&FE Director, Board & Superintendent Services Director	November 2015	Updates added to future documents	N/A	Dec. 2015
Activity 2: Obtain efficient database	Executive Director, P&FE Director, Board & Superintendent Services Director, Technology department, Constituent Specialists	August 2015	Database will be installed  Training will be conducted  Various users will implement database  Reports generated	TBD	Oct. 2015
Activity 3: Creation of District-wide Customer Service professional development opportunities for campus and departmental office staff	P&FE Director, Customer Service Specialists, Office of Prof. Learning, Technology Customer Service	July 2015	Framework sessions developed  Agendas from meeting/s with committees (Office of Prof Learning & technology )	TBD	June 2016
Activity 4: Provide Customer Service presentations to internal and external customers as requested	P&FE Director, Constituent Specialists, Office of Prof. Learning	August 2015 through June 2016 On-going as requested	Number of requests increased by 10% Session evaluations	Fund 199 – Local \$500.00	June 2016



<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Activity 5: Research new system to reward the delivery of exceptional customer service provided by individuals, campuses, and departments, pending funding	Exec. Director, PF&E Director	Dec. 2015 Jan. 2016	Semester reports Insider newsletter Customer Service website Pins & individual letters database	TBD	June 2016
Activity 6: Utilize district website and newsletter articles to showcase schools and departments who exhibit exceptional quality customer service	PF&E Director, Secretary, Department representative	On-going Sept 2015 through June 2016	Insider articles submitted by Director Website updates	N/A	June 2016
Activity 7: Utilize measurable evidence gained from database to identify high needs schools, develop action plans and monitor progress	Assistant Superintendents, PF&E Director, Constituent Specialists	On-going	Decrease in calls from identified campuses  Request and option of customer service training	N/A	June 2016
Activity 8: Assist parents and schools in resolving problems and concerns effectively and efficiently	Deputy Superintendent, Principals, P&FE Director, Constituent Specialists, District Departments	On-going	Phone calls e-mails Campus meetings Constituent Specialists meetings Director meetings Campus meetings/mediations Assistant Superintendents meetings	Time	June 2016
Activity 9: Update Flipchart Guide to Community and Parent Administrative Procedures	Exec. Director, P&FE Director, Parent Facilitator, Coordinator	August 2015	Flipchart presented to principals	Fund 199 – Local \$2,000.00	Dec 2015
Activity 10: Maintain district Customer Service website to include addressing policies and procedures	P&FE Director, Secretary, Constituent Specialists	Ongoing	Updated information	Time	June 2016

## Action Plan to Improve SAISD's Student Performance through Governmental Relations

<b>Goal:</b> Improve Student Performance through effective Governmental Relations					
<b>Objective:</b> Effectively communicate District perspectives and goals with decision-makers who provide additional support and assistance in positively influencing our education system.					
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Strategy 5:</b> Engage various community agencies and governmental entities in meaningful relationships to provide services to our students and build support for our District.					
Activity 1: Conduct Community Awareness Sessions and inform the public of the decisions that have been made during the 2015 legislative session, and the implications on the district.	Executive Director, P&FE Director Specialist, Parent Facilitator	Sept 2015 – June 2016	Superintendent's message Eastside Promise Neighborhood, Girls Scouts/Gamma Sigma SA Reads- meeting agendas and MOU	Fund 199 - Local \$200.00	Ongoing
Activity 2: Conduct awareness sessions to inform the community of the District perspectives and goals	Executive Director, P&FE Director, Program Coordinator, Specialist	Quarterly	Sign In Sheets; Agendas; Invitations; Event Flyers; Calendar schedules	Fund 199 - Local \$5000.00	June 2016
Activity 3: Obtain data from Research & Evaluation Department for 2015-16 school year and research decisions made during 84th Legislature will affect district using acquired data	Executive Director, Specialist	Sept 2015- June 2016	Website Discussions with elected officials	N/A	Ongoing

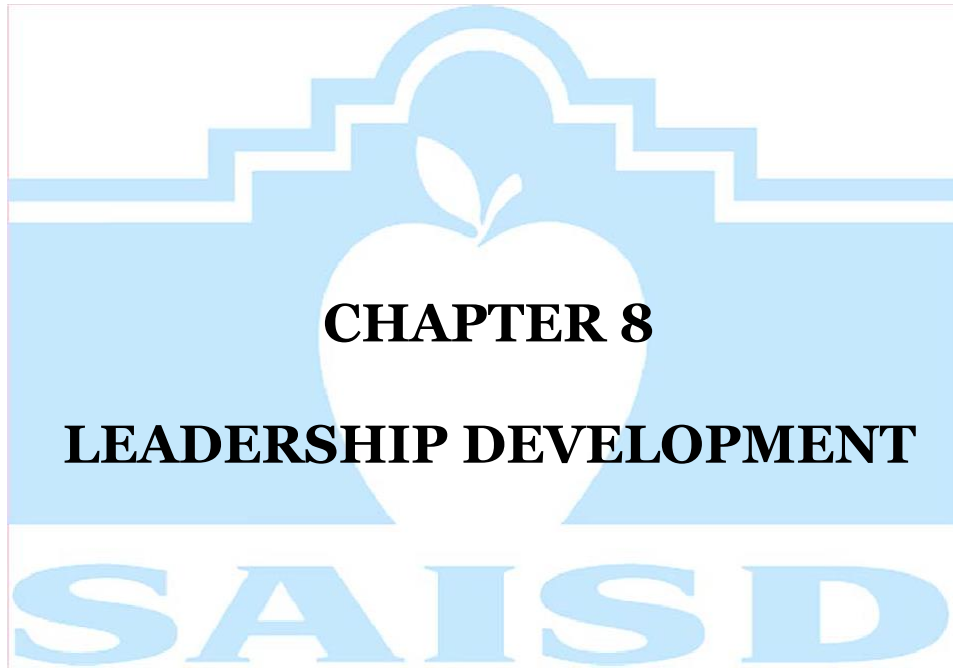
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Activity 4: Develop legislative priorities for future, based on outcome of 84th Legislative session and state of the district	Superintendent, Executive Director, Specialist	Oct 2015	Prepare priorities and present for review by board for 84 <sup>th</sup> Legislature	TBD	Ongoing

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Activity 5: Continue to convene and facilitate the District Leadership Team (DLT) monthly meetings.  Parent Survey Committee will continue to review submitted requests for surveys	Superintendent, Deputy Superintendent, Executive Director, Specialist	Monthly— Sept. 2015 to May 2016	Agendas Sign in sheets	Fund 199 - Local \$10,000.00	Ongoing

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Activity 6: Ensure that every campus has parents who participate in the site-based decision making process  Ensure every campus has an active PTA registered with Texas PTA.	Executive Director, Assistant Superintendents, P&FE Director, Specialist	August 2015- June 2016	CLT rosters PTA meeting dates Registration verification from Texas PTA	N/A	June 2016
Activity 7: Continue to participate in conversations with educational and elected officials to develop education policy.  Monitor local, state and federal level meetings with other	Executive Director, P&FE Director, Specialist	Monthly	Texas School Alliance meetings School Board meetings County Commissioner meetings City Council meetings Legislative hearings Chambers of Commerce Meetings	TBD	Ongoing

**2015 - 2016**

**District Improvement Plan**



# Leadership Development 2015-2016

## Goal

The goal of the SAISD Leadership Development is to strengthen the SAISD leadership pipeline by developing a rigorous, engaging and experiential leadership development program for teacher leaders, aspiring principals, new and current principals and central staff so that all students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success (supporting QDIP Goal 4).

## Rationale

By incorporating an administrative internship style model of leadership development, participants will learn to transform current practice via reflection, actionable research, and measurable outcomes that lead to improved student achievement and performance through enhanced andragogy support and development.

## Description

This initiative entails the development of the curriculum, learning experiences, training and professional development to enable current and aspiring teacher leaders, assistant principals, principals and central staff to develop and refine the skillsets required for even more effective campus and district leadership. The components of these leadership programs will be implemented in the fall of 2015, and the spring and summer of 2016.

## District Leadership Context

The office of the Deputy Superintendent for Administration and Leadership Development works in coordination with Human Resources, which offers central office leadership development via Crucial Conversations, IPEC Coaching and Effective Employee Practices (EEP) training. The office also coordinates with external programs such as Bexar Principal Readiness Education Program (Bexar PREP) and District Turnaround Leadership Initiative (DTLI) which will provide leadership development for selected District professionals.

## Components

- I. New principal support
- II. Leadership academies
  - a. Aspiring principals
  - b. Aspiring assistant principals
- III. Leadership Development Series
- IV. Support for principals of Improvement Required campuses
- V. Develop Learning on Demand Via Video on Demand

## Action Plan to Strengthen the SAISD Leadership Pipeline 2015-2016

<b>Goal: To strengthen the SAISD leadership pipeline by developing a rigorous, engaging and experiential leadership development program for teacher leaders, aspiring principals, new and current principals and central staff so that all students will be college and career-ready by mastering the knowledge and skills for post-secondary and/or career success (supporting QDIP Goal 4).</b>					
<b>Objective: Support and facilitate leadership growth of new principals</b>					
Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
<b>Strategy 1: Mentor first-year principals</b>					
Activity 1: Connect recommended veteran principals to first-year principals for structured mentoring support.	Deputy Superintendent for Administration and Leadership Development	September 2015	Progress toward goals identified in new-principals' campus CIPs.  MOY and EOY new-principal feedback.	None	June 2016
<b>Strategy 2: Conduct weekly phone calls to first-year principals</b>					
Activity 1: Deputy Superintendent and Executive Director for Operations conduct weekly support conversations with first-year principals	Deputy Superintendent for Administration and Leadership Development	September 2015 January 2016 March 2016 June 2016	Progress toward goals identified in new-principals' campus CIPs.  MOY and EOY new-principal feedback.	None	June 2015
<b>Strategy 3: Develop panel meetings for second- and third year principals</b>					
Activity 1: Four successful veteran principals facilitate panel discussions for 2 <sup>nd</sup> - and 3 <sup>rd</sup> - year principals, followed by conversation and networking.	District Leadership Coordinator	October 2015	Progress toward goals identified in 2 <sup>nd</sup> and 3 <sup>rd</sup> - year principals' campus CIPs.  Reflection writings following meeting.	Custodial \$120, Refreshments \$180  Fund 199	February 2016

<b>Objective: Develop leadership capacity of district staff via Leadership Academies</b>					
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Strategy 1: Aspiring Principal Academy</b>					
Activity 1: Academy participants will build their skill set to develop and lead teams, facilitate meetings in highly effective ways, conduct classroom observations and provide quality feedback, use best practices in communication, participate in strategic planning, lead professional learning on their campus and strategically create, cultivate and maintain a healthy campus culture.	Deputy Supt. for Admin. and Leadership Development,  District Leadership Coordinator	September 2015	Written reflections, questionnaires, rate of principalship placement in Spring 2016	Consultant \$18,000 Custodial \$200, Refreshments \$120, Printing \$120, Professional Books \$500  Fund 199	June 2016
<b>Strategy 2: Aspiring Assistant Principal Academy</b>					
Activity 1: Academy participants will build their skill set to develop and lead teams, facilitate meetings in highly effective ways, conduct classroom observations and provide quality feedback, use best practices in communication, participate in strategic planning, lead professional learning on their campus and strategically create, cultivate and maintain a healthy campus culture.	Deputy Supt. for Admin. and Leadership Development,  District Leadership Coordinator	September 2015	Written reflections, questionnaires, rate of assistant principalship placement in Spring 2016	Custodial \$400, Refreshments \$240, Printing \$240, Professional Books \$1200  Fund 199	June 2016

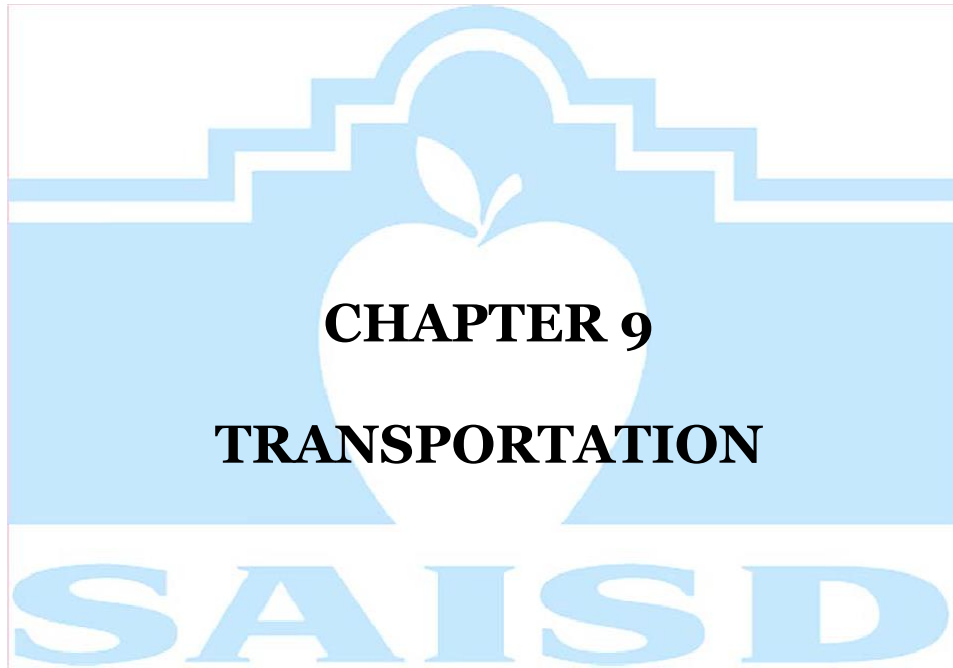
<b>Objective: Develop leadership capacity of district principals via Leadership Development Series</b>					
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Strategy 1: Facilitate year-long principal leadership development in monthly Principal Business and Leadership Meetings</b>					
Activity 1: Build capacity in the domains of <ul style="list-style-type: none"> <li>instructional feedback</li> <li>professional learning communities</li> </ul>	Deputy Supt. for Admin. and Leadership Development	Monthly	Evidence (textual, video, or audio) of campus implementation of effective instructional feedback.	None	June 2016

<b>Objective: Support principals of Improvement Required campuses</b>					
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Strategy 1: Conduct bi-weekly phone calls to Improvement Required (IR) campus principals</b>					
Activity 1: Non-evaluative coaching calls from district leadership staff to IR campus principals	Deputy Superintendent for Administration and Leadership Development	Bi-weekly September 2015 to April 2016	Progress on STAAR simulation and State accountability across all indices	None	April 2016
<b>Strategy 2: Conduct face-to-face coaching and feedback conversations with IR campus principals when requested</b>					
Activity 1: Coaching and feedback conversations when requested	Deputy Superintendent for Administration and Leadership Development	October 2015 to June 2016	Progress on STAAR simulation and State accountability across all indices	None	June 2016



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## **Transportation Excellence 2015-2016**

The mission of the Transportation Department is to provide safe transportation for students in an efficient and effective manner. Our goal is to provide this service with the mindset that student success is the measure of our success. This requires a team of dedicated professionals unwilling to accept anything less. Last year the Transportation Department capitalized on several technological and organizational efficiencies. We also increased not only the skill level of all bus staff but provided opportunities for drivers to accept greater responsibility for our mission through “Buy-In” and Ownership of Transportation’s accomplishments. Two programs that were highly successful were the Activity Bus Driver program and the Driver-Dispatcher program, both providing an opportunity for our drivers to take charge and take responsibility for the results!

Last year we were highly successful in developing our team of drivers, assistants, and monitors into advanced positions and with greater responsibilities. For instance, our team of “Driver-Dispatchers” has completely replaced our staff dispatchers for all evening and weekend Field Trip operations. Those drivers are more keenly aware of the service challenges we face throughout the District help in relaying that to our entire force of bus operators. In fact, a validation of our program is the promotion of one of our drivers to the position of Route Coordinator. She was formerly a trainer and Driver-Dispatcher.

With our new goal in mind, we will continue to develop our training department, expanding our team of instructor-qualified drivers while developing additional training modules that can be delivered at Mandatory Monthly Professional Learning sessions. These modules will give our bus personnel the tools to be effective and accountable. The focus will be on setting high expectations, developing a spirit of service to others and the understanding that our success is only complete if the students we serve achieve!

We will also continue to advance our “Buy-In” programs to enhance everyone’s participation in the process of success. As we add more Activity Buses to our fleet, increase our field trip commitments and expand our training programs the team spirit will continue to grow at Transportation.

Lastly we continue to work with technology in order to develop some new capabilities in supporting campus staff. A system of linking student support data to our routing software system is under review along with a system to share bus video information with Principals and administrators over the internet. This system will allow us to share bus videos in near real-time in order to respond in a more timely and effective manner.

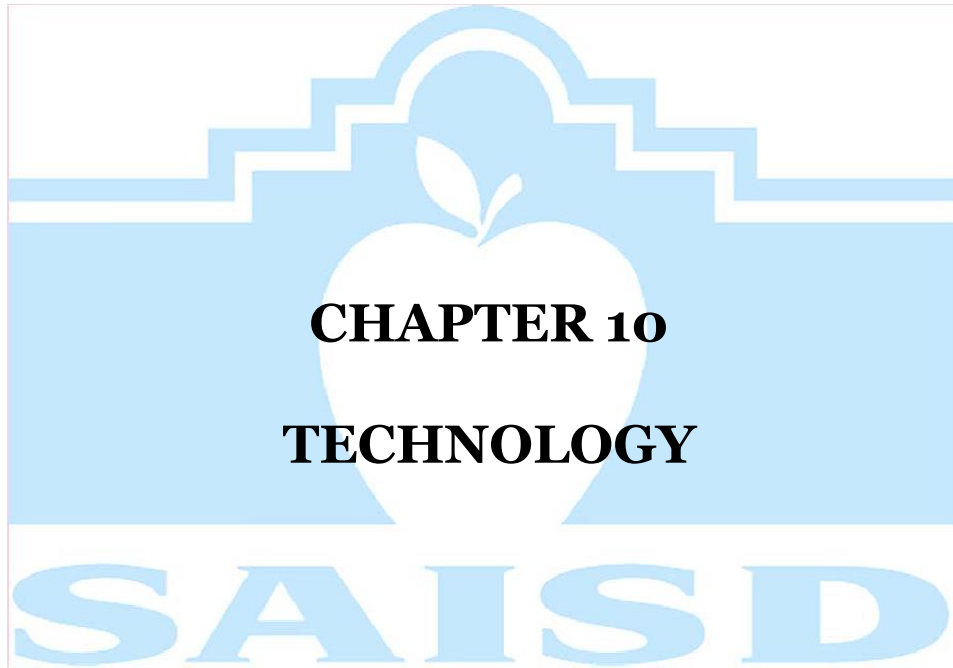
The Transportation department is paving the way in its unique role in helping every San Antonio Independent School District student achieve success. And our entire team is engaged in being a part of that success.

## Transportation Action Plan

<b>Goal: Department Level Professional Training</b>					
<b>Strategy/Activity</b>	<b>Person In Charge</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation</b>	<b>Timeline of Completion</b>
<b>Strategy: Develop Employee Teamwork and Performance through Participative Programs</b>					
Activity 1: Recruit and Develop Training Staff Specialists and Establish Standardized Training Syllabus	Transportation Department Trainer	Weekly Training Program Development Review	Maintain a minimum 90% Driver Success Rate in Course Completion and Receipt of CDL, Complete the course in 45 days	Fund 199 – General Fund. Resources in place	February 2016
Activity 2: Develop Specialty Training Modules to include: Driver Instructor, Field Trip Lead Drivers; Field Trip Training;	Transportation Department Trainer	Bi-Weekly Review	New Employee Feedback Program and Course Evaluation	Fund 199 – General Fund. Resources in place	February 2016
Activity 3: Technology: Student Information Archiving, Bus Video Web Servicing for Administrators	Senior Executive Director Transportation and Maintenance	Monthly Review	Transportation Staff and Administrator Feedback	Fund 199 – General Fund. Resources in place	May 2016
Activity 4: Expand Exceptional Employee Recognition Program	Senior Executive Director Transportation and Maintenance	Quarterly Reviews and Recognition	Visible Recognition for Experience, Service, Positions, and Outstanding Performance	Fund 199 – General Fund. Resources in place	March 2016

**2015 - 2016**

**District Improvement Plan**



## **Comprehensive Needs Assessment**

### Participants

Marcos Mateo Zorola, Chief Information Officer  
Patricia Anne Holub, Executive Director, Technology and Integration  
Ray Tena, Senior Manager, Technology/Business  
Dr. Mateen Diop, Director, Instructional Technology  
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Dago Garcia, Manager, Internet Security and Telecommunications  
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Michael Jordan, Principal,  
Derrick Brown, Principal,  
Alexandro Flores, Principal,  
Miguel Elizondo, Principal  
Rhea Mahbubani, Principal  
Stacey Lewis, Principal

### EXECUTIVE SUMMARY

The San Antonio Independent School District (SAISD) technology ePlan is intended to cover all aspects of the use of technology in the SAISD for the next three calendar years. The goals and objectives, as well as the mission and vision for technology are aligned with those set by the SAISD Board of Education. Because technology is a moving target, and new and emerging technologies are becoming available daily, the ePlan is intended as a framework upon which we can build, not as an end all. All students and employees of the District will benefit from this plan. To realize the plan, the Board has made the commitment to dedicate a portion of all funds toward the annual total budget for technology. This document represents a work in progress. As the Plan is evaluated, items of need will be added; those that have been completed will be removed.

While conditions may have changed both within the District and in the world at large, the essential elements for our successful implementation of technology in schools remain the same. These include:

**Access:** We ensure that students, staff, parents, and the local community have appropriate, equitable, and convenient access to the uses and tools of modern technology for information handling, communication, learning, instruction, and management in the educational setting (technology infrastructure, equity, currency and access).

**Training:** We provide training systems to ensure successful use of current and emerging technologies by students, staff, parents, and the community. This training focuses on role-specific applications and high-yield strategies for integrating these.

**Support:** We maintain and enhance support systems (instructional coaching, technical support, troubleshooting, installation, maintenance, repair, acquisitions, plant services) for the

use of technology that will ensure successful experiences by students, staff, parents, and the community (adequacy and timeliness).

Communication: We provide students, staff, parents, and community with a modern and effective communications system and infrastructure which includes a network that links schools, classrooms, libraries, businesses, home, governmental agencies, and others within and outside the District (connectivity).

Technology in the San Antonio Independent School District will continue to play a major role in learning and teaching, in administration and information systems, and in the inclusion of parents and the community in the enterprise of education. At the center of the district's mission is student learning and productivity. Measured by benchmarks of student and staff progress, technology initiatives on each of these three fronts are critical to the district's success with technology and to its overall success in achieving the shared vision.

The Long Range Technology Planning team has developed a flexible and ambitious set of goals for SAISD technology acquisition, implementation, and assessment. During these years, the Team will add representatives of stakeholders from the community and from other departments of the SAISD structure to ensure appropriate representation. The Team's role will include planning for the district information and communications infrastructure and for enhanced support for campus technology decision-making and self-sufficiency. The Team also recognizes the need to integrate technology planning with shared site-based decision-making at each campus. Site-based planning teams will develop campus-level technology audits and recommendations, including plans for special programs and extramural funding, which reflect utilization of technology consistent with the framework of the district plan.

Our general commitments for the upcoming years include:

- Ongoing revision and review of the Long Range Technology Plan,
- Increased and improved client support and empowerment for all SAISD campuses and departments, with special emphasis on expanded infrastructure and connectivity,
- Development of strategies to maintain or reduce the total cost of ownership (TCO) in technology while simultaneously upgrading hardware capabilities,
- Continual improvement to administrative and student systems to ensure PEIMS data quality, with an expanded intranet and Internet capability for student support services to ensure effective, efficient, and timely auxiliary, administrative, and record-keeping services (counseling, scheduling, placement, special services, transportation, security, food services, attendance, achievement, discipline, health, and social services). Additional intranet and Internet capabilities will ensure effective, efficient, and timely financial, business, personnel, and plant services (personnel management, calendaring, business operations, acquisitions, fixed assets, textbooks, plant maintenance, data reporting, evaluation, and security services),
- Effective extramural funding programs through grants and partnerships,
- Ongoing instructional initiatives that integrate technology into the District's classrooms. While campuses will have flexibility in detailed implementation of technology, the district will maintain non-negotiable for both learners and for staff, and
- Constant review and revision of the District's staff development programs Assessment Process:

A comprehensive needs assessment utilizing campus administrator and teacher online surveys, technology planning meetings, results of the Texas STaR Charts, as well as outcomes of the Levels of Technology Implementation (LOTI) survey were used to analyze the current status of technology in the district and to determine future needs.

Areas looked at included:

1. Teacher and student general information, teacher technology integration efforts, staff development, student computer usage at school, student's current knowledge and skill level and condition of campus computers (See SAISD Campus Technology Representative Technology Survey – Appendix)
2. Administrator basic technology skills, leadership skills in educational technology, and social, legal, and ethical issues related to technology (See SAISD Administrator Technology Self-Assessment Survey – Appendix)
3. Staff development, technical support, technology resources, curriculum integration, and infrastructure (See SAISD Texas STaR Chart Results – Appendix)
4. Teacher awareness, exploration, infusion, integration, expansion and refinement of technology development (See SAISD LOTI Outcomes – Appendix)
5. Technology skills of students (SAISD 8th Grade Technology Assessment Results – Appendix)

The planning process was guided by the correlates required in E-rate, NCLB (No Child Left Behind), and Texas Long-Range Plan for Technology.

The Technology Department along with select district and campus administrators and teachers gave input to develop the goals, strategies, and objectives needed to implement the plan. As suggested by the guidelines of the Texas e-Plan, the following areas were the targets used in the design of our plan: Teaching and Learning, Educator Preparation and Development, Administrative and Support Services, and Infrastructure for Technology. The focal points that drove the design of the plan included needed online staff development, needed technology hardware, and needed future curriculum alignment.

Existing Conditions:

The technology conditions that currently exist in the district are:

Infrastructure:

Connectivity to Region 20, schools, and administrative locations is provided by AT&T, the District's wide area network provider. TW Telecom provides Internet connectivity. This connectivity is accomplished through fiber optic connections (Ethernet over fiber). The district also has wireless capability which spans all schools and administrative sites. Additionally, dedicated servers operate specialized software for teacher productivity and administrative management, i.e., Gradebook and Attendance System, Eduphoria, ePath, and our course management system (Moodle).

Elementary and Secondary Campuses:

A computer lab can be found on most campuses. The campuses have a computer lab with Internet connection for each computer. These campuses have access to a computerized card catalog, Internet access, online reference databases, and automated checkout in the library. Although the technology in these labs is technically adequate, the access is limited due to the large number of classes trying to schedule time in each lab. Data projectors are available for

checkout at various campuses. Furthermore, digital cameras and camcorders are also available at various campuses to help teachers and students create projects. The cost of updating labs to adequately address Technology Applications:TEKS would involve expenditures of \$1.5 million in personnel allocations and \$2.0 million in hardware and software.

#### Staff Development:

SAISD Staff is currently trained in the use and application of district productivity software and technology tools. The Instructional Technology & Learning Services Department staff provide the professional learning opportunities. The following methods are being utilized for staff development:

- Online anytime, anywhere courses for teachers and administrators
- Conference period small group training for teachers and staff
- After school face to face workshops for administrators and teachers
- During student computer lab time for teachers
- Just-in-time training for teachers and administrators
- Seminars and institutes for teachers, parents and administrators

#### Technology Needs:

A summary of the technology needs and issues identified by the results of the campus administrator and teacher online surveys, technology planning meetings, Texas Teacher and Campus STaR Charts, as well as outcomes of the Levels of Technology Implementation (LOTI) indicate that the following items are areas of need in SAISD:

**STAFF DEVELOPMENT:** Based on the technology surveys with campus administrators and teachers, the ITLS Department will continue to need to train on web 2.0 and 21st century skills in order to enhance the technology proficiency and productivity skills of administrators and teacher. Furthermore, there is continued need for online staff development in order to enable the staff to access professional development 24/7. In addition individualized "just-in-time" training is being requested to meet specific needs.

**HARDWARE:** Based on the technology surveys with campus administrators and teachers, new and updated computer hardware is needed on campuses in order to ensure the integration of technology and continued refresh of aging equipment. SAISD currently owns more than 35,000 computers that are located on its 90 campuses. Of these computers, approximately 9% are over five years old and are still in use even though they are considered obsolete.

**COMPUTERS:** Based on the technology surveys with campus administrators and teachers, the following is needed in regards to computers: 1) additional workstations to support curriculum and online testing are needed in the classrooms, 2) replacement of obsolete computers , 3) maintain ongoing repairs as needed on existing equipment, and 4) a laptop/netbook for every teacher.



**PHONE SYSTEM:** Based on the need for greater security and communications in the classroom, the district must be able to support future voice-over-IP initiatives that will place a telephone in every classroom.

**BANDWIDTH:** Bandwidth was increased during 2014/15 to a full 10GB to the Internet to ensure that campuses are able to access digital curriculum programs and/or streaming video. The online student assessment programs and grade book program require responsive reliable Internet activity. Also, the wireless infrastructure must be able to support the multitude of wireless laptops and handheld devices (iPad Mini) being purchased by the school.

**TECHNICAL SUPPORT:** Based on the results of the STaR Chart, additional technical support staff, capable of supporting, maintaining, and troubleshooting aging equipment is needed.

**TECHNOLOGY COURSES:** Based on observations made by the ITLS staff and results of the 8th grade Technology Assessment, additional courses/teachers in the Technology Applications department at all secondary campuses is needed.

**VERTICAL ALIGNMENT OF TEKS:** Based on the results of the 8th grade Technology Assessment and the results of the STaR Chart Survey, a vertical alignment of the technology TEKS is needed.

**EIGHTH GRADE TECHNOLOGY ASSESSMENT:** Based on the new requirements mandated by the state and NCLB, SAISD will begin to investigate and incorporate an in-house assessment to determine if students have mastered 70% of the Technology TEKS.

**LEADERSHIP:** Based on the technology surveys with campus administrators, an assessment instrument monitoring campus administrator's support and use of technology is needed in order to see how administrators meet the 2009 ISTE NETS for Administrators.

**INTERNET SAFETY:** Based on CIPA Guidelines, the following is needed: 1) more awareness of Internet safety monitoring needs to be disseminated, and 2) an Internet Safety curriculum.

**COMMUNITY/PARENT:** Based on meetings with the ITLS Staff and reflections of parent workshops, the following is needed: 1) broadcast able daily announcements of campuses viewable by parents ; 2) parent workshops on Internet safety and cyber bullying; 3) more awareness of student created projects at campuses; and 4) awareness of Internet safety monitoring at campuses.

**GOAL 1: Improve technology integration in teaching and learning in all SAISD classrooms and libraries to support student achievement in a 21st Century learning environment.**

**OBJECTIVE 1.1:**

Students will employ strategies (e.g. Big6) to ensure information problem-solving in a technology-rich, interconnected online learning environment.

*LRPT category: Teaching and Learning*

E-Rate Correlates: ER01, ER02

NCLB Correlates: 02, 07

*Strategies*

- 1.1.1: Collaborate with the Office of Curriculum and Instruction in the planning of the CIC monthly meeting--to include technology resources--that supports the content being presented.

LEA LRPT Correlates: EP06, EP07, EP08, I01, I08, LAS02, LAS10, TL02, TL06, TL10, TL11

- 1.1.2: Differentiate instruction with technology so as to better address multiple learning styles and the needs of students.

LEA LRPT Correlates: TL02, TL03, TL05, TL06, TL07, TL13

- 1.1.3: Employ appropriate citation strategies for use of copyrighted materials, as well as creation and publication of copyrighted items using Creative Commons Copyright.

LEA LRPT Correlates: TL14, TL16

- 1.1.4: Students will learn to communicate information and ideas using electronic tools effectively.

LEA LRPT Correlates: EP09, LAS06, TL02

- 1.1.5: Students will learn effective age-appropriate strategies for databases and other online resources.

LEA LRPT Correlates: LAS01, TL06, TL10

- 1.1.6: Provide summer camps for students in K-12 based on the train the trainer model.

LEA LRPT Correlates: TL01, TL03, TL06

**OBJECTIVE 1.2:**

Enable professional instructional staff to identify, prioritize and incorporate Technology Application TEKS within core content area learning objectives.

*LRPT category: Teaching and Learning*

E-Rate Correlates: ER02

NCLB Correlates: 01 03 07 11 12

*Strategies*

- 1.2.1: Use existing state-adopted, Technology applications electronic curriculum to enhance core content area instruction.

LEA LRPT Correlates: TL06

- 1.2.2: Define SAISD teacher requirements for K-12 classroom technology integration.

LEA LRPT Correlates: EP01, TL01, TL07

- 1.2.3: Teachers will explore collaborative learning opportunities with other districts and organizations (e.g. TCEA, iNACOL, K12OnlineConference.org).

LEA LRPT Correlates: EP06, LAS15, TL16

- 1.2.4: Educators and ITLS staff will share successful integration practices with colleagues.

LEA LRPT Correlates: EP09, LAS06, TL16

**OBJECTIVE 1.3:**

Monitor academic achievement based on ISTE NETS for Students, TEKS to attain competency benchmarks and integration of technology in all content areas to promote student success.

*LRPT category: Teaching and Learning*

E-Rate Correlates: ER01

NCLB Correlates: 01, 02, 04a, 07, 11, 12

**Strategies**

- 1.3.1: Complete a vertical scope and sequence to ensure TA:TEKS are "uncovered" in core content areas and being taught K-12.

LEA LRPT Correlates: TL06

- 1.3.2: Implement student proficiency assessments of TA:TEKS in Grade 8.

LEA LRPT Correlates: TL01, TL06

- 1.3.3: Use electronic iDataPortal data warehouse and management system to track student achievement.

LEA LRPT Correlates: EP03, LAS08, TL04, TL07

- 1.3.4: Teachers will enhance their teaching and classroom management approaches and assessment strategies through the use of web-based and productivity tools.

LEA LRPT Correlates: EP01, EP03, EP04, EP09, LAS03, TL08, TL16

- 1.3.5: Use student TA:TEKS Monitoring Instruments as a needs assessment to update technology planning annually.

LEA LRPT Correlates: TL04, TL05, TL06

**OBJECTIVE 1.4:**

Explore available and emerging technologies to enable students to become lifelong learners and creators, as well as be prepared for the workforce.

*LRPT category: Teaching and Learning*

E-Rate Correlates: ER01

NCLB Correlates: 02, 04a, 05, 06, 08

**Strategies**

- 1.4.1: Participate in Texas Virtual School Network (TxVSN) approved professional learning opportunities for key staff that results in enhanced awareness of teaching and learning in an online environment.

LEA LRPT Correlates: I03, I09, LAS15, TL03, TL10, TL13

- 1.4.2: Explore emerging technologies within TA:TEKS courses in order to prepare students for learning environments that scaffold students' learning beyond the classroom walls.

LEA LRPT Correlates: LAS05, LAS13, TL02

- 1.4.3: Continue implementation of Read/Write Web (a.k.a. Web 2.0) tools that prepare students for using creating collaboratively online.

LEA LRPT Correlates: TL08, TL09, TL12, TL13

- 1.4.4: Explore the use of mobile devices in the K-12 school environment in order to deliver curriculum to individual learners in new and exciting ways and in order to extend learning for all students beyond the classroom.

LEA LRPT Correlates: TL05, TL08, TL09, TL12

**OBJECTIVE 1.5:**

Provide a safe and secure computing environment that fosters the acquisition of skills and higher level thinking.

*LRPT category: Teaching and Learning*

E-Rate Correlates: ER01, ER02

NCLB Correlates: 12

*Strategies*

- 1.5.1: Use digital video distribution system to enhance access to educationally appropriate and relevant videos at school and home.

LEA LRPT Correlates: TL09, TL14

- 1.5.2: Maintain filtering and caching software to prohibit the access of non-educational information and to increase high speed access to educational material.

LEA LRPT Correlates: I06, TL09

- 1.5.3: Based on the Children's Internet Protection Act, Internet Safety rules are annually shared with students and staff.

LEA LRPT Correlates: TL14

- 1.5.4: Provide curriculum and/or resources--for teachers, students, and parents--that fosters digital citizenship, modelling safe computing and district expectations as outlined in the Acceptable Use Policies.

LEA LRPT Correlates: LAS13, TL14, TL15

**GOAL 2: Ensure that educator preparation and development relating to technology integration is ongoing, sustained and intensive high quality program based on state and national standards.**

**OBJECTIVE 2.1:**

Use applicable assessment instruments to gauge the productivity, decision-making and effectiveness of professional instructional staff in the use of technology.

*LRPT category: Educator Preparation and Development*

E-Rate Correlates: ER01, ER02

NCLB Correlates: 07, 08, 09, 10, 12

*Strategies*

- 2.1.1: Administer the Level of Teaching Innovation (LOTI) that measures professional instructional staff (e.g. teachers, librarians, administrators, district curriculum staff) according to the LOTI Framework.

LEA LRPT Correlates: EP04, I01, LAS09, TL07, TL15, TL16

- 2.1.2: Facilitate campus completion of the Texas School Technology and Readiness (STaR) Chart at the classroom and campus level.

LEA LRPT Correlates: EP05

- 2.1.3: Use campus and district STaR Chart summaries as a needs assessment to ensure annual updates to the District Technology Plan.

LEA LRPT Correlates: EP05, LAS02, LAS04, TL06

- 2.1.4: Use various monitoring techniques to conduct formative assessments and summative evaluation of teachers' instruction relevant to the TA:TEKS standards.

LEA LRPT Correlates: EP01, EP02, EP03, EP04, EP05, LAS03, LAS12

- 2.1.5: Provide electronic Gradebook and Attendance Tracking System support for student attendance and grade reporting.

LEA LRPT Correlates: EP02, I08, LAS09, LAS11, TL15

- 2.1.6: Implement district-wide electronic appraisal system for all staff, including the various technology indicators

embedded in staff appraisals.

LEA LRPT Correlates: EP01, EP08, EP09, LAS10, LAS12

**OBJECTIVE 2.2:**

Provide multiple, anytime/anywhere professional learning opportunities for instructional staff.

*LRPT category: Educator Preparation and Development*

E-Rate Correlates: ER02

NCLB Correlates: 02, 03, 04a, 04b, 07, 08, 09, 11, 12

*Strategies*

- 2.2.1: Develop the human and technological capacity to facilitate 100% online professional learning opportunities for district staff.

LEA LRPT Correlates: EP01, EP02, EP03, EP04, EP05, EP08, EP09, I04, I05, I09, LAS10, TL01, TL02, TL06, TL10, TL14, TL15, TL16

- 2.2.2: Offer 100% online courses to facilitate professional learning that enhances educator preparation and instruction.

LEA LRPT Correlates: EP07

- 2.2.3: Facilitate professional learning for Campus Technology Representatives (CTRs) throughout the year.

LEA LRPT Correlates: EP01, EP03

- 2.2.4: Dedicate full-time staff member (e.g. Virtual Learning Coordinator) to refine and enhance online course offerings for adult and K-12 learners.

LEA LRPT Correlates: EP01, EP02, EP03, EP04, EP05, EP08, EP09, I05, I09

- 2.2.5: Continue to implement the Technology Integration Lead Teacher (TILT) Program--available to teachers and administrators--that provides 24/7 access to professional learning opportunities, necessary hardware and software, as well as just-in-time classroom support

LEA LRPT Correlates: TL16

- 2.2.6: Implement a self-paced learning management system employees who wish to improve their skills with Microsoft products and tools (e.g. MS-SQL, Server Basics) using Microsoft's online IT Academy and SchoolFlix CD-ROM based tutorials

LEA LRPT Correlates: EP05, TL15

- 2.2.7: Collaborate with the Curriculum & Instruction Department in planning curriculum institutes that include technology resources in support of the content being presented.

LEA LRPT Correlates: EP06, EP07, EP08, I01, LAS02, LAS10, TL02, TL06, TL10

- 2.2.8: Create flyers, posters that will be shared with campuses to create an awareness of professional development opportunities.

LEA LRPT Correlates: EP05, I01

- 2.2.9 Provide Technology Integration Academies (TIA) that are researched-based and provide participants with innovative tools, instructional models and resources.

LEA LRPT Correlates: I09, LAS04, LAS13

- 2.2.10 Provide a video library featuring teacher best practices and showcasing student projects aligned to the 4 key areas of the Texas Long Range Plan for Technology.

LRPT Correlates: I09, LAS01, LAS04

**OBJECTIVE 2.3:**

Enhance the professional learning and development experience of faculty and staff by providing access to online resources and tutorials so as to improve technology literacy.

*LRPT category: Educator Preparation and Development*

E-Rate Correlates: ER02

NCLB Correlates: 04a, 04b, 12

*Strategies*

- 2.3.1: Maintain a web site--including web-based tutorials and resources, as well as video--that facilitates communication, program awareness and information dissemination in support of anytime/anywhere professional development.

LEA LRPT Correlates: EP02, I09, LAS01, LAS04, TL12

- 2.3.2: Establish a Professional Learning Center (PLC) to serve as a hub for online courses--including those that address SBEC Technology Competencies--adult learners can complete to earn CPE and GT credit hours.

LEA LRPT Correlates: EP01, EP02

- 2.3.3: Continue to share innovative uses of technology--as aligned to Technology Applications, Information Literacy and Problem-Solving--online via a blog.

LEA LRPT Correlates: I09, LAS01, LAS04

- 2.3.4: Establish an online professional learning video library with examples that model technology integration at an appropriate level of teaching innovation (LOTI).

LEA LRPT Correlates: I09, LAS01, LAS04

- 2.3.5: Provide assistance to other SAISD departments in the creation of online tutorial (including videos) and support areas.

LEA LRPT Correlates: EP02, I09, LAS01, LAS04, TL12

**OBJECTIVE 2.4:**

Provide campus and department-level staff with professional learning needed to maintain a consistent web presence.

*LRPT category: Educator Preparation and Development*

E-Rate Correlates: ER01

NCLB Correlates: 01, 03, 04a, 04b, 07, 09, 11, 12

*Strategies*

- 2.4.1: Equip campus/department web coordinators with the skills and equipment that enable them to maintain their campus web site.

LEA LRPT Correlates: EP03, EP06, LAS04, LAS12, LAS15, TL16

- 2.4.2: Equip campus/department calendar contacts with the necessary training to maintain a web-based calendar.

LEA LRPT Correlates: EP03, EP06, LAS04, LAS12, LAS15, TL16

**OBJECTIVE 2.5:**

Continue to assist educators in the use of learner-centered projects based on a vertical alignment of the TEKS to promote student higher-order thinking strategies.

*LRPT category: Educator Preparation and Development*

E-Rate Correlates: ER01, ER02

NCLB Correlates: 01, 03, 04a, 04b, 06, 07, 09, 11, 12

*Strategies*

- 2.5.1: Collaborate with the Curriculum & Instruction Department to add technology-infused activities to core curriculum areas as determined by the Deputy Superintendent of Instruction.

LEA LRPT Correlates: EP01, EP09, TL01, TL02, TL04, TL05, TL06, TL07, TL08, TL16

2.5.2: Provide face to face workshops for faculty and staff on how to integrate technology into their daily lessons.

LEA LRPT Correlates: EP01, EP03, EP04, EP09, LAS03, TL05

**OBJECTIVE 2.6:**

Thirty percent of the technology budget will be spent on educator preparation and development.

*LRPT category: Educator Preparation and Development*

E-Rate Correlates: ER02

NCLB Correlates: 01, 03, 04a, 04b, 06, 07, 09, 10, 11, 12

*Strategies*

2.6.1: Maintain thirty percent of the technology budget on training, which includes salaries of Instructional Technology & Learning Services (ITLS) staff.

LEA LRPT Correlates: EP01, EP02, EP03, EP04, EP06, EP07, EP09, I01, LAS03, LAS06, LAS10, LAS15, TL05, TL08, TL09, TL12, TL16

2.6.2: Seek additional funds through grants and federal programs.

LEA LRPT Correlates: I02, LAS06

2.6.3 Enable professional instructional staff to attend statewide conferences and trainings in order to stay abreast of new technologies.

LEA LRPT Correlates: EP06

**GOAL 3: Administrators, teachers and support staff will continue to use technology to enhance their own productivity for decision-making, improving efficiency and increasing their effectiveness relative to their assigned duties.**

**OBJECTIVE 3.1:**

Provide sufficient administrative--including fiscal--support for technology integration and educator preparation.

*LRPT category: Leadership, Administration and Support*

E-Rate Correlates: ER01, ER02

NCLB Correlates: 05, 11, 12

*Strategies*

3.1.1: Maintain and update online databases and cataloging systems in all libraries.

LEA LRPT Correlates: EP04, I05, LAS09, TL10, TL11

3.1.2: Continue to provide library, office and classroom technology access to staff and students in need of assistive technology support.

LEA LRPT Correlates: I01, I02, I05, I09, LAS09, LAS13, TL09

3.1.3: Ascertain that campus principal's support and provide critical leadership relating to technology integration.

LEA LRPT Correlates: LAS01, LAS03, LAS10, TL04, TL06, TL07

**OBJECTIVE 3.2:**

Enhance and upgrade communication system to facilitate exchanges between school professionals and parents so as to better address multiple learning needs of stakeholders.

*LRPT category: Leadership, Administration and Support*

E-Rate Correlates: ER01

NCLB Correlates: 12

*Strategies*

3.2.1: Continue to communicate educational services and information to parents and community members.

LEA LRPT Correlates: I01, I03, I08, LAS07, LAS09, LAS11, TL14, TL15, TL16

3.2.2: Continue to provide educational resources for parents and community members.

LEA LRPT Correlates: I01, I03, I08, LAS09, LAS13, TL14, TL15, TL16

3.2.3: Continue to communicate effectively with parents via email, campus/department web sites, and newsletters--including online and print versions--to promote awareness of the District's technology and campus events.

LEA LRPT Correlates: I03, LAS13

3.2.4: Maintain the SAISD web site as one of several communication venues for connecting with parents and community members.

LEA LRPT Correlates: I01, I02, I06, I08, LAS09, LAS11, TL15, TL16

3.2.5: Teachers will increase their use of district supported web pages to enhance communication with parents.

LEA LRPT Correlates: I01, I03, I06, I08, LAS09, LAS11, TL15, TL16

3.2.6: Continue to facilitate use of the District's electronic gradebook used to track student progress reports and report cards.

LEA LRPT Correlates: I01, I05, I06, I09, LAS08, LAS14, TL15, TL16

**GOAL 4: Maintain and update a strong technology infrastructure to support full administrative and instructional functions.**

**OBJECTIVE 4.1:**

Develop and maintain a local area and wide area network technology infrastructure for support of students, teachers, librarians and other professional staff.

*LRPT category: Infrastructure for Technology*

E-Rate Correlates: ER01, ER02

NCLB Correlates: 01, 02, 03

*Strategies*

4.1.1: Maintain, manage, and upgrade servers, routers, and switches for connectivity to local area network and wide area network resources.

LEA LRPT Correlates: EP08, I01, I05, I07, LAS01, LAS04, TL08, TL09

4.1.2: Maintain high speed connectivity for all school locations.

LEA LRPT Correlates: I01, I08, LAS01

4.1.3: Maintain a 10 Gbps or greater connection to the Internet in support of schools and administrative locations.

LEA LRPT Correlates: I01, I08, LAS01

4.1.4: Provide communication infrastructure in support of district web site for communications with parents and community

LEA LRPT Correlates: I01, I08, LAS01

4.1.5: Replace obsolete technology and infrastructure on a scheduled basis for maximum efficiency and use.

LEA LRPT Correlates: I01, I08, LAS01

4.1.6: Yearly maintenance on network operations center and key routing/switching equipment at schools.



LEA LRPT Correlates: I01, I08, LAS01

4.1.7: Manage and maintain a Helpdesk and technical staff for support of servers, routers, switches, PCs, Macs and other computer related hardware and software at the schools for the support of integration into teaching, learning, and school operations.

LEA LRPT Correlates: I01, I04, I05, I07, I08, I09

4.1.8: Manage and maintain cabling infrastructure for wired and wireless access at all schools.

LEA LRPT Correlates: I01, I08, LAS01

4.1.9: Continue to monitor and maintain servers and equipment associated with District Internet access.

LEA LRPT Correlates: I01, I05, I08, I09, LAS11, TL12

**OBJECTIVE 4.2:**

Provide Telecommunications Services to include replacement of PBX phone systems with voice-over-IP (VOIP) systems based on SAISD's transition plan.

*LRPT category: Infrastructure for Technology*

E-Rate Correlates: ER01

NCLB Correlates:

*Strategies*

4.2.1: Maintain Local Telephone Service at Administrative Offices and Schools within the District.

LEA LRPT Correlates: I02

4.2.2: Transition to voice-over-IP systems as appropriate

LEA LRPT Correlates: I01, I08

**OBJECTIVE 4.3:**

Provide Long Distance Telephone Service to Schools and Administrative Offices and cellular service for staff that provide direct support to students.

*LRPT category: Infrastructure for Technology*

E-Rate Correlates: ER01

NCLB Correlates:

*Strategies*

4.3.1: Maintain long distance telephone service at Administrative Offices and Schools within the District.

LEA LRPT Correlates: I02

4.3.2: Provide cellular phone and/or push-to-talk service for staff directly involved in the transport and supervision of students and for on-site campus support.

LEA LRPT Correlates: I01, I08, LAS01

4.3.3: Manage and maintain virus filtering software.

LEA LRPT Correlates: I05, I07, I08, I09, TL09

4.3.4: Manage and maintain DNS servers.

LEA LRPT Correlates: I05, I07, I08, I09, TL09

**GOAL 5: Provide management, service and support to make all SAISD software applications and supporting systems available as needed.**

**OBJECTIVE 5.1:**

Manage, maintain and support District web pages.

*LRPT category: Infrastructure for Technology*

E-Rate Correlates: ER01

NCLB Correlates: 01, 03, 09, 11, 12

*Strategies*

5.1.1: Manage and maintain department and campus web pages.

LEA LRPT Correlates: I08, I09, LAS08, LAS11, TL04, TL16

5.1.2: Manage and maintain Web server and Intranet server.

LEA LRPT Correlates: I01, I08, LAS08, LAS11, TL09, TL16

**OBJECTIVE 5.2:**

Provide continued support for hardware, software and operating systems for online applications.

*LRPT category: Infrastructure for Technology*

E-Rate Correlates: ER01

NCLB Correlates: 03, 05, 06, 12

*Strategies*

5.2.1: Maintain and manage current online applications to include SharePoint, Eduphoria, AnyQueue, Subfinder, iData Portal, Avatar learning management system and Food Services Point-of-Sale system.

LEA LRPT Correlates: I01, I08, TL09, TL10, TL15, TL16

**OBJECTIVE 5.3:**

Continue to manage and maintain District student and staff e-mail system.

*LRPT category: Infrastructure for Technology*

E-Rate Correlates: ER01

NCLB Correlates: 03, 09

*Strategies*

5.3.1: Install and upgrade Exchange servers for administrative and teacher e-mail accounts. Maintain and manage Exchange servers for administrative and teacher e-mail accounts.

LEA LRPT Correlates: I01, I05, I08, TL16

5.3.2: Maintain and manage Live@Edu and I-Mail server for student e-mail accounts.

LEA LRPT Correlates: I01, I05, I08, TL16

5.3.3: Maintain and manage e-mail archive system.

LEA LRPT Correlates: I01

**OBJECTIVE 5.4:**

Provide and maintain District Internet access.

*Budget Amount \$598,500.00*

*LRPT category: Infrastructure for Technology*

E-Rate Correlates: ER01

NCLB Correlates: 03

*Strategies*

5.4.1: Continued monitoring and maintenance of servers and equipment associated with District Internet access.

LEA LRPT Correlates: I01, I05, I08, I09, LAS11, TL12

5.4.2: Manage and maintain SPAM filtering software.

LEA LRPT Correlates: I01, I05, I08, I09, TL09

5.4.3: Manage and maintain virus filtering software.

LEA LRPT Correlates: I05, I07, I08, I09, LAS11, TL09

5.4.4: Manage and maintain DNS servers.

LEA LRPT Correlates: I05, I07, I08, I09, TL09

## Action Plan to Improve the Level of Implementation of Technology, 2015-2016

GOAL: Develop strategies to evaluate the levels of technology use and integration by teachers, librarians, and other professional staff.

OBJECTIVE: 100% of teachers and campus administrators will complete a technology needs assessment.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategy 1: Hyper monitoring					
Activity 1 Administer needs assessment that measures the Technology Implementation for every teacher, librarian and campus administrator in SAISD.	Director, Instructional Technology	09/01/2015	Administer and collect needs assessments from all campuses	None	Ongoing
Strategy 2: Teamwork					
Activity 1 Facilitate campuses updating the Texas Campus STAR Chart as well as the Teacher StaR Chart with alignment to campus improvement plans.	Director, Instructional Technology	12/01/2015	Check online resources to ensure all campuses have reported Star Chart information as required by TEA	None	12/18/2015

**GOAL: Provide teachers and professional support staff with the opportunity to participate in staff development.**

**OBJECTIVE:** 100% of campus teachers and professional support staff will have the opportunity to participate in professional development available in SAISD.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategy: Hyper monitoring					
Activity 1 Maintain ITS website for communication, program awareness, and information dissemination and to support online, web-based curriculum modules providing anytime, anywhere access to professional development resources.	Director, Instructional Technology	07/01/2015	Review website to ensure compliance with specifications. Meet with end-users to ensure website is meeting objective.	Use of existing staff	06/30/2016
Strategy: Fidelity to the Programs					
Activity 1 Acquire and implement a district-wide learning management system (a.k.a. ePath) to facilitate professional development, online learning aligned to Technology Applications Educator Standards, online assessments, and monitor NCLB requirements.	Director, Instructional Technology	07/01/2015	Review website quarterly to ensure content is applicable to objectives	Existing staff	06/30/2016
Activity 2. Continue supporting a self-paced learning system for SAISD employees who wish to improve their skills with Microsoft Office Suite applications. The system will include a CDROM ordering database interface and online competency assessments (a.k.a.	Director, Instructional Technology	09/01/2015	Gather constituent feedback on system. Review end-user test scores to ensure delivery of information is taking place	Existing staff	10/01/2015 Ongoing Maintenance

**GOAL: Provide teachers and professional support staff with the opportunity to participate in staff development.**

**OBJECTIVE:** 100% of campus teachers and professional support staff will have the opportunity to participate in professional development available in SAISD.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
SchoolFlix).					

Strategy: Teamwork

Activity 1. Collaborate with the Office of Curriculum and Instruction in the planning of the CIC monthly meeting--to include technology resources--that supports the content being presented.	Director, Instructional Technology	9/01/2015	Present calendar of scheduled meetings along with corresponding sign-in sheets a proof of attendance	Existing staff	06/30/2016
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**OBJECTIVE:** 100% of teachers will have access to online learning resources and tutorials to enhance their professional development.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
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Strategy: Hyper monitoring

Activity 1 Maintain ITS web site for communication, program awareness, and information dissemination and to support online, web-based curriculum modules providing anytime, anywhere access to professional development and online registration.	Director, Instructional Technology	07/01/2015	Provide website access	Existing staff	06/30/2016
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**GOAL: Provide teachers and professional support staff with the opportunity to participate in staff development.**

**OBJECTIVE:** 100% of campus teachers and professional support staff will have the opportunity to participate in professional development available in SAISD.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Activity 2 Continue to publish a quarterly eNewsletter that highlights innovative integration of technology into the curriculum, as well as information literacy and problem-solving for staff.	Director, Instructional Technology	Quarterly	Provide newsletter samples	Existing staff	Quarterly
Strategy: Fidelity to the Programs					
Activity 1. Establish an online professional learning video library with examples that model technology integration at an appropriate level of technology implementation.	Director, Instructional Technology	12/01/2015	Provide video samples to C&I staff for review; creating content using local teaching staff	Existing staff	Ongoing

**GOAL: Document students' level of technology use / integration and TEKS mastery.**

**OBJECTIVE:** Teachers will document student progress and technology use/implementation through course grades and project evaluations.

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategy: Data Analysis					
Activity 1 Maintain a district-wide electronic grade book and attendance tracking system and develop a calendar for new campus staff training.	PEIMS & Data Services	07/01/2015	Provide to CIO summary reports detailing system accessibility, performance, and up-time.	1 full-time professional staff member	06/30/2016
Strategy: Teamwork					
Activity 1 Build virtual academic communities of student learners that enable publication of student writing and digitally recorded voices.	Director, Instructional Technology	08/24/2015	Review and presentation of community website	Existing staff	06/30/2016



**GOAL: Provide online resources and innovative curriculum for students, parents and teachers.**

**OBJECTIVE:** 100% of teachers and students will have access to online resources that support curriculum and the TA:TEKS

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategy: Fidelity to the Programs					
Activity 1 Use digital video distribution system appropriately to enhance learning so as to change the learning process, allowing for greater levels of inquiry, analysis, interest and collaboration, creativity, content production and student achievement.	C&I		Available for use online	none	09/2015 Ongoing
Activity 2 Continue to model use of information problem-solving approach known as the Big6 as a way to help teachers develop activities at LOTI Level 3 and above.	Director, Instructional Technology, Library Media Services	9/01/2015	Modeling and presenting to campuses; present work and schedules	Existing staff	06/30/2016

**OBJECTIVE:** 100% of teachers and students will have access to streaming digital media that supports the curriculum

Strategy: Fidelity to the Programs					
Activity 1 Use digital video distribution system appropriately to enhance learning so as to change the learning process, allowing for greater levels of inquiry, analysis, interest and collaboration, creativity, content production and student achievement.	Director, Instructional Technology	09/2015	Review use and implementation to ensure proper use by staff	Existing staff	06/30/2016

Strategy: Hyper monitoring					
Activity 1 Maintain ITS web site components that incorporate digital video/audio that show staff modeling best teaching and learning practices.	Director, Instructional Technology	10/2015	Additional content available online for teachers		06/30/2016
<b>OBJECTIVE:</b> : 100% of parent liaisons will learn how technology is used to support teaching, learning and leadership.					
Strategy: Hyper monitoring					
Activity 1 Maintain ITS web site components that incorporate digital video/audio that model best teaching and learning practices for staff and parents, as well as extend resources for use after-hours.	Director, Instructional Technology	Quarterly 07/01/2015	Review use and implementation to ensure proper use by staff	Existing Staff	06/30/2016
Strategy: Teamwork					
Activity 1. Work in collaboration with Area Executive Director staff to facilitate literacy through technology.	Director, Instructional Technology	09/2015	Schedules and meeting content/presentations	Existing Staff	06/30/2016

**GOAL: Provide online resources and innovative curriculum for students, parents and librarians.**

**OBJECTIVE: 100% of librarians, library assistants and students will have access to online resources that support curriculum and the TEKS**

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Strategy: Hyper monitoring					
Activity 1 Use a digital video distribution system appropriately to enhance learning so as to change the learning process, allowing for greater levels of inquiry, analysis, interest and collaboration, creativity, content production and student achievement.	Director Library Media Services	07/01/2015	Provide training materials and schedules as documentation of staff development	Existing staff/IT staff	06/30/2016

**OBJECTIVE: 100% of teachers, librarians and students will have access to streaming digital media that supports the curriculum**

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Strategy: Hyper monitoring					
Activity 1 Maintain ITS web site components that incorporate digital video/audio that show staff modeling best teaching and learning practices.	Director, Instructional Technology	08/24/2015	Provide website as documentation	Existing staff	06/30/2016

<b>GOAL: Develop strategies to support library technology infrastructure and provide student use and access of campus libraries.</b>					
<b>OBJECTIVE: 100% of Community Liaisons will learn how technology is used to support teaching, learning and leadership</b>					
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Strategy: Fidelity to the Programs					
Activity 1 Maintain ITS web site components that incorporate digital video/audio that show staff modeling best teaching and learning practices.	Director, Instructional Technology	09/2015	Provide website as documentation	Existing staff	06/30/2016
Strategy: Teamwork					
Activity 1 Work in collaboration with Area Director staff to facilitate literacy through technology.	Director, Instructional Technology	09/2015/ Quarterly	Provide meeting notes and schedules as documentation	Existing staff	Ongoing/Quarterly – 06/30/2016

**GOAL: Develop strategies to maintain a local area and wide area network technology infrastructure for support of students, teachers, librarians, and other professional staff.**

**OBJECTIVE: Provide 100% connectivity to the network to support teachers, librarians and campus administrators in support of district initiatives.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategy: Fidelity to the Programs					
Activity 1 Maintains and manages servers, router, and switches for connectivity to local area network and wide area network resources.	Director Networking	Ongoing/ Monthly – 07/01/2015	Report on inoperable equipment/Help desk service reports	Existing staff	Ongoing – 06/30/2016
Activity 2 Replace obsolete technology and infrastructure on a scheduled basis for maximum efficiency and use. Year 1: \$5M Year 2: \$0 Year 3: \$0.	Executive Director Technology & MIS	07/01/2015	Provide Pos, installation schedules as documentation	Existing staff/Contracted services	06/30/2016
Activity 3 Yearly maintenance on network operations center and key school routing/switching equipment .	Executive Director Technology & MIS		Provide Pos, board approvals as documentation	Existing staff/Contracted services	06/30/2016
Strategy 4: Manage and maintain a Helpdesk and technical staff for support of servers, routers, switches, PCs, Macs and other computer related hardware and software at the schools for the support of integration into teaching, learning, and school operations.					
Activity 1.	Director Systems Integration, Director Networking	Ongoing	Provide service call reports as documentation	Existing staff/Contracted services	Ongoing

**GOAL: Provide Telecommunications Services to include replacement of PBX phone systems with voice-over-IP (VOIP) systems based on SAISD's transition plan.**

**OBJECTIVE: Provide Local Telephone Service to Schools and Administrative Offices**

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Strategy 1 Fidelity to the Programs					
Activity 1 Apply for e-rate funding to recoup 90% of money spent on local telephone service at schools within the District.	Executive Director Technology & MIS	07/01/2015	Provide ERATE documentation outlining requests for telco funding	Existing staff	12/1/2015
Activity 2 Transition to voice-over-IP systems as appropriate.	Chief Information Officer	07/01/2015	Provide documentation for hardware installation and service agreements for VOIP as appropriate 2010/2015 campus installs if funded	Existing staff/Contracted services	06/30/2016 Ongoing

**OBJECTIVE: Provide Long Distance Telephone Service to Schools and Administrative Offices**

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Strategy: Fidelity to the Programs					
Activity 1 Maintain long distance telephone service at Administrative Offices and Schools within the District.	Executive Director Technology & MIS	07/01/2015	Provide ERATE documentation outlining requests for long distance telco funding	Existing staff	09/01/2015

<b>OBJECTIVE: Provide cellular telephone services to District staff to enhance productivity and ensure student safety.</b>					
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Strategy: Fidelity to the Programs					
Activity 1 Provide cellular phone service for staff directly involved in the transport and supervision of students and for on-site campus support.	Executive Director Technology & MIS	07/01/2015	Provide ERATE documentation outlining requests for cellular telco funding	Existing staff	09/01/2016

**GOAL: Provide management, service and support to make all SAISD software applications and supporting systems available 99% of the time.**

**OBJECTIVE: Provide continued support for hardware, software and operating systems for online applications.**

Strategy/Activity	Person Responsible	Milestone Dates	Formative Evaluation	Resource Allocation/Additional Resources Needed	Timeline for Completion
Strategy: Data Analysis					
Activity 1 Maintain and manage current online applications to include electronic grade book, AnyQueue, Subfinder, iData Portal, ePath management system and Food Services Point- of-Sale system.	Executive Director Technology & MIS	07/01/2015	Service call reports outlining system down-times	Existing staff	06/30/2016

**OBJECTIVE: Manage, maintain and support District web pages.**

Strategy: Hyper monitoring

Activity 1 Manage and maintain department and campus web pages.	Director, Instructional Technology, District Staff	90% Campus 07/01/2015	Present documentation outlining campus/department staff development and web site construction	Existing staff	06/30/2016, Quarterly review
Activity 2 Manage and maintain Web server and Intranet server.	Director Systems Integration	Daily	Provide service call reports/Metrics outlining system down-time	Existing staff	Daily

**OBJECTIVE: Continue to manage and maintain District student and staff e-mail system.**

Strategy: Fidelity to the Programs

Activity 1 Maintain and manage Exchange servers for administrative e-mail and user accounts.	Director Systems Integration	Daily	Provide service call reports/Metrics outlining system down-time	Existing staff	Daily
Activity 2 Maintain and manage I-Mail, Live@EDU server for student e-mail and user accounts.	Director Systems Integration	Daily	Provide service call reports/Metrics outlining system down-time	Existing staff	Daily

**GOAL: Provide project management support for technology related initiatives.**



<b>OBJECTIVE: Ensure technology projects are coordinated with all stakeholders and timelines are budgeted and monitored throughout implementation..</b>					
<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
Strategy: Frequent Assessments					
Activity 1 Track and oversee the implementation of District approved plans involving new technology and automation of current processes.	Executive Director Technology & MIS	07/01/2015	Produce report outlining number of projects managed and not managed by Technology project managers	Existing staff/Need 1 additional staff member	06/30/2016
Strategy: Hyper monitoring					
Activity 1 Oversee procurement process for technology purchases in excess of \$25,000.	Executive Director Technology & MIS	07/01/2015	Produce report outlining number of projects in excess of \$25K managed and not managed by Technology project managers	Existing staff/Need 1 additional staff member	06/30/2016
<b>OBJECTIVE: Objective: Oversee technology purchases and ensure alignment with District goals.</b>					
Strategy: Fidelity to the Programs					
Activity 1 Develop and maintain a plan for replacement of computer equipment as it reaches obsolescence.	Chief Information Officer	07/01/2015	Produce reports documenting PC allocations	1.5M – Currently funded	06/30/2016
Strategy: Hyper monitoring					
Activity 1 Oversee technology procurement and ensure that equipment purchased meets San Antonio ISD standards for hardware specifications and for service and support.	Chief Information Officer, Executive Director Technology & MIS	07/01/2015	Produce reports documenting hardware purchases and meeting with staff regarding purchases. Provide district procedures for purchase of equipment.	Existing staff	06/30/2016

**GOAL: Provide access to current technology for all teachers, administrators and students.**

**OBJECTIVE: Each and every student will have access to an instructional computer.**

Strategy: Fidelity to the Programs

Activity 1 Provide appropriate technology to schools for student use.	Chief Information Officer, Executive Director Technology & MIS	07/01/2015	Provide documentation outlining campus technology needs	Existing staff	06/30/2016
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Strategy: Hyper monitoring

Activity 1 Ensure campuses are adhering to the Campus Base Technology Plan when making technology purchases.	Executive Director, Director Instructional Technology	Ongoing	Provide documentation of reports/procedures/websites outlining proper purchasing processes and guidelines.	Existing staff	Ongoing
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**GOAL: Plan for coordinating activities funded through the Ed Tech program with technology-related activities supported with funds from other Federal, State and local sources.**

**OBJECTIVE: Effectively integrate technology resources and systems with teaching and curriculum.**

<b>Strategy/Activity</b>	<b>Person Responsible</b>	<b>Milestone Dates</b>	<b>Formative Evaluation</b>	<b>Resource Allocation/Additional Resources Needed</b>	<b>Timeline for Completion</b>
<b>Strategy: Fidelity to the Programs</b>					
Activity 1 Encourage the effective integration of technology resources and systems with online teacher training and curriculum development to increase student achievement through the use of technology for elementary and middle schools.	Director Instructional Technology	07/01/2015	Provide documentation of staff development and training materials	Existing staff	06/30/2016
<b>Strategy: Fidelity to the Programs</b>					
Activity 1 Provide appropriate technology to the school for student use.	Chief Information Officer	07/01/2015	Provide Long Range Technology Plan as documentation. Provide documentation for funding requests and ERATE requests to acquire technology	Existing staff	06/30/2016
Activity 2 Provide appropriate technology to the school for staff use.	Chief Information Officer	07/01/2015	Provide Long Range Technology Plan as documentation. Provide documentation for funding requests and ERATE requests to acquire technology	Existing staff	06/30/2016